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ABSTRACT

This booklet provides a description of representative practices developed by various state educational agencies under State Leadership and Training Program (SLTP) grants funded by the Right to Read Office. The first section of the booklet contains approximately 30 individual SLTP project summaries. The second section describes each state's criteria of excellence, which were designed as guides for local school districts in carrying out needs assessments and reading program development. Section three consists of a report prepared for Congress by the director of the Massachusetts Right to Read effort examining the overall SLTP grant program and its successes and problems. (HTH)

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ED208351

Right to Read: 1970-1980

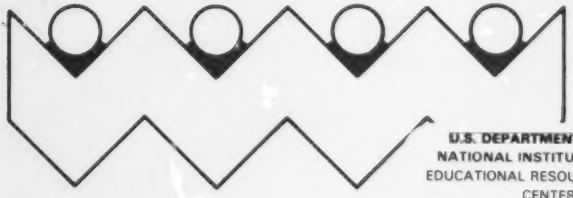
State Leadership and Training

A Selective Summary of Program Products and Practices

Prepared for the United States Department of Education
Basic Skills Improvement Program

International Business Services, Inc.
Washington, DC 20005

August, 1980



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"The public education system of our nation has developed on the premise that education belongs to the people, and its control shall be in the hands of lay boards. States have the responsibility to set and enforce standards and to evaluate performance. They are accountable for their stewardship and they are at the center of any effort to raise the level of achievement of our education system."

-Dr. James Allen
Former Commissioner
United States Office of Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Dear Reader,

The purpose of the State Component of the Right to Read Program was to provide funding to State Education Agencies (SEA) to coordinate activities and support services of the Right to Read Program in local school districts. This *Selective Summary of Programs, Products and Practices* is intended as a resource book of promising practices and products developed by SEA's to improve local reading programs.

These State efforts were supported by Federal grants ranging from $50,000 to $343,667; the average award was $102,000 per state. From 1970-1980, 51 States and territories, plus Puerto Rico and the District of Columbia, were recipients of State Leadership and Training Program (SLTP) grants.

These grants have been relatively modest in comparison with many other Federally funded programs. Nonetheless, third party assessments of SLTP reveal important changes and accomplishments, especially in the areas of improved planning and management of reading programs, training of personnel, and reallocation of resources. The result is a broad range of reading instructional models, many with applications and relevance beyond the originating States and Right to Read.

The Right to Read program was the forerunner of a now far broader Federal effort to promote basic skills competence. To facilitate the transition to Right to Read's successor-program, the Basic Skills Improvement Program, the services of International Business Services, Inc. (IBS) have been retained. IBS has analyzed the outcomes of the past generation of grant awards in order to determine which practices illustrate representative strategies for compliance with the ten mandated objectives of the State Leadership and Training Program. The result of IBS' effort is this resource document of sample practices, which is intended for the use of beneficiaries of future State grant programs.

I am confident you will find this report to be both informative and instructive. It acknowledges the achievements of the past, and provides us with insight as we move forward in our campaign for basic skills improvement.

Sincerely,

Shirley A. Jackson

Shirley A. Jackson
Director

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PREFACE

This document, prepared under Contract number 300-79-0692 by the undersigned members of the staff of International Business Services, Inc., had as its purpose the description of representative practices developed by State Educational Agencies (SEA's) under State Leadership and Training Program (SLTP) grants funded by the Right to Read Office of the U.S. Department of Education.

It should be emphasized that this project was not designed as an evaluation of the SLTP. In fact that purpose was addressed by the Right to Read National Office in 1975 and accomplished by Contract OEC-300-75-0263. The report of that project provided an overview of the SLTP achievements, problems, and shortfalls, as of June 1976.

As this project progressed, certain changes were made in the content of this document, resulting in its current structure, consisting of three primary sections, designated as follows:

SECTION 1: Summaries of a Representative Sample of Educational Practices Developed through SLTP grants

SECTION 2: Analysis of State Standards of Excellence

SECTION 3: Overview Article: What the State Leadership Program Accomplished in America.

The first section contains some 30 individual SLTP project summaries, selected by the IBS team as described in the introduction to Section I. We hope the reader will be stimulated by the presentation of the summaries and that they will provide a basis for further examination and replication as the quality and applicability of these practices dictates.

The selection of this sample of 30 representative SEA practices was based on a review of a wide range of materials submitted by some 37 SEA's to the Right to Read Program Office. The diversity of those materials, and the absence of documentation of their actual use and impact in reading instruction programs made it impossible to ascertain objectively their effectiveness. Our original selection criteria incorporated a number of factors drawn from Joint Dissemination Review Panel (JDRP) concerns as to the relevance, exportability, cost-effectiveness and statistically demonstrable performance of the practices. However, because these criteria could not be applied to the data made available by the SEA's, and we could not, within the scope of this project, conduct additional research and data-gathering efforts, we adopted a different approach to the documentation of the program.

Specifically, we examined thoroughly each of the 55 SLTP packages made available to us, and determined which of the ten nationally mandated Right to Read objectives was addressed by each. We then selected three practices pertaining to each objective, which appeared to constitute the most representative sample of the practices developed under SLTP grants. These ten groups of three representative practices are summarized in Section I of this document, in a format which was designed to be desecriptive, rather than evaluative.

A second major outcome of the SLTP grants is embodied in the development of State Criteria of Excellence. These criteria, designed as guides for local school districts in carrving out needs assessments and reading program development, were compared analytically and then synthesized in a "typical model" set of criteria, in Section 2.

Finally, Section 3 presents a paper prepared by Dr. Joseph Tremont, Director of the Massachusetts Right to Read effort. His paper represents a useful examination of the overall SLTP grant program and its achievement, and another perspective on the program's successes, as well as its shortfalls, updating the evaluation performed in 1975/76 for the Right to Read National Office.

It is hoped that this unusual mix of ingredients will provide a reasonably accurate view of the SLTP program, and a basis on which its readers may continue to communicate with previous SLTP grantees to adapt and replicate those SLTP practices which appear most useful and advantageous.

The content of this report represents findings, observations and opinions of the undersigned authors, and not necessarily the position or policy of the U.S. Department of Education. No official federal endorsement of the projects or practices presented in this document should be inferred.

We are grateful for the cooperation of the staffs of the projects discussed herein, whose work is reflected in several portions of the text, and to Mr. Sherwood R. Simons, who served with continuing interest and care throughout this project.

Louis A. Brigandi

James M. Whitmire

Kim M. Lamontovich

Wilhelmina E. Bell-Taylor
Project Manager

SECTION I:

Summary of State Leadership and Training Program Products and Practices

SECTION I:
SUMMARIES OF A REPRESENTATIVE SAMPLE OF EDUCATONAL PRACTICES DEVELOPED THROUGH STATE LEADERSHIP AND TRAINING PROGRAM GRANTS

To understand the achievements of the Right to Read State Leadership and Training Programs (SLTP's), it is necessary to understand their purpose. State Leadership and Training Programs were conceived to conduct "leadership and training activities designed to assist and prepare personnel throughout the State to conduct projects which have been demonstrated in that State or other States to be effective in overcoming reading deficiencies."* The design of these grant programs was developed to enable States to retain their traditional educational autonomy, while redefining the established educational system for reading improvement. To this end, ten mandated objectives for each State program were set forth, including:

- Comprehensive and Specific of Excellence
- A Statewide Needs Assessment
- A Training Program for Local Educaton Agencies
- Provision of Technical Assistance
- Establishment of a State Advisory Council
- Establishment of a State Educational Agency Task Force and Defined Mechanisms for:
- Certification
- Identification and Validation of Exemplary Programs
- Dissemination of Information
- Evaluation

This set of common requirements constituted a framework for success in which States could act, as well as react, to developments in reading improvement, and specific local needs.

This section of the report presents thirty (30) summaries of practices and products developed by State Education Agencies under the aegis of the Right to Read State Leadership and Training Program. The thirty (30) selections were made from over 200 self-nominations received from participating States, Territories and Puerto Rico the District of Columbia. Three (3) examples of the representative and diverse practices of SLTP's were selected for each of the ten (10) mandated objectives.

The programs described are only a examples of SLTP practices which were chosen to illustrate a variety of approaches. The summaries are neither intended to represent the total effort of the States identified for any of the ten mandated objectives, nor to suggest that the practices described are exemplary.

A list of other States that submitted nominations in each of the ten (10) areas follows the summaries. Inquiries and requests for information should be directed to the designated agencies.

* *Federal Register* (Vol. 41, No. 103, May 26, 1976), Subpart F, Sec. 162.51(c)(4).

ADVISORY COUNCIL

. . . is broadly representative of the educational resources of the state and of the general public including persons representative of:

(A) Public and private non-profit elementary and secondary schools;

(B) Institutions of higher education;

(C) Parents of elementary and secondary school children; and

(D) Areas of professional competence relating to instruction in reading.

(ii) If an advisory council has been established for Subparts B or C of this part, that advisory council may constitute the advisory council required by this subparagraph and may be used to perform the advisory council functions under this subparagraph.

(iii) The advisory council shall serve as an advisory body in planning, developing, implementing, and evaluating the project and in providing for its coordination with other reading activities of local education agencies and other schools within the State.[1] *[Section 162.61(c)(3) et al.]*

The State Education Agency Right to Read Advisory Council - is primarily a support group comprised of representatives of community and professional organizations and individuals who are concerned with advancing literacy. Council members serve as liaisons between their organizations and the State Leadership and Training Program. They provide advice to aid in:

- Planning, implementing and evaluating segments of the Right to Read program within the State.
- Developing Standards of Excellence.
- Coordinating of resources of the State that are available to Right to Read.
- Prioritizing Title VII Reading Improvement Program grant applications.

Advisory council members are frequently invited to participate by chief State Education Agency officials or by the governor. Specific guidelines for participation and operations are established in a charter constitution, or by-laws developed by the council.

Council members often play significant ambassadorial and advocacy roles in promoting Right to Read programs and disseminating information. In many cases they contribute their expertise to State Leadership and Training Program activities by participating in training programs and assisting with the development of resource and informational materials.

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[1] U.S. Office of Education, *Federal Register*, Vol. 41, No. 103, (Washington, D.C.: Government Printing Office, 1976), p.B19.

STATE: **GEORGIA**

TITLE OF PRACTICE: Imperatives for the Improvement of Reading Education in the State of Georgia--Georgia Right to Read Council

DESCRIPTOR(S): Teaching Certification, Professional Standards, Reading, Reading Advisory Council, Staff Improvement.

TARGET AUDIENCE: State education officials, legislators, curriculum supervisors, school administrators, certification officials, faculty members of teacher training institutions.

DESCRIPTION: This report presents the recommendations of the Georgia Right to Read Advisory Council which outline the need for effective, diagnostic-prescriptive teaching programs and multiple instructional techniques in reading. Specific activities and those responsible for their implementation are identified. Among the considerations of the Council position paper is the problem of teachers who have had no training in the teaching of reading. The problem is attributed to the absence of a requirement in the certification code that teachers receive such training. The report sets forth minimum requirements in reading pedagogy to be met by all teachers, and recommends their adoption in future certification codes.

The report also suggests a management design for reading instruction guidelines for textbook selection, coordination of reading instruction, school standards, staff development and competencies in reading. In the absence of a comprehensive State plan for reading, every school system in Georgia is encouraged to adopt the precepts of the Georgia Right to Read effort as their model.

CONTACT: State Department of Education
Atlanta, Georgia 30334
Telephone: 404/656-2800

STATE: **MASSACHUSETTS**

TITLE OF PRACTICE: Position Paper of the Massachusetts State Advisory Council for Reading

DESCRIPTOR(S): Reading Advisory Council, Competency-based Education, Reading, Elementary and Secondary Education.

TARGET AUDIENCE: State and local education officials, reading advisory councils, legislators, reading directors, teachers, citizens.

IMPLEMENTATION REQUIREMENTS: Materials: *Getting Back to Reading: The Minimum Competency Movement*

DESCRIPTION: *Getting Back to Reading,* authored by the Massachusetts Right to Read Advisory Council, discusses the roles of parents, teachers and students in the process of reading instruction. The report offers: (a) strategies teachers can employ to interest students in books, (b) ways for parents to make use of television, and (c) counsel on how students can open up vocational, recreational and social possibilities through reading. The report is divided into three sections focusing on teachers, parents and students, respectively. Suggestions and approaches are offered which are general enough to be adapted in a variety of settings and to various levels of formal education and reading development.

The Minimum Competency Movement, also authored by the Massachusetts Right to Read Advisory Council, outlines the pros and cons in the debate surrounding the minimum competency movement, and reports on the movement's current status in Massachusetts and the nation. The movement's goals are related to the goals of the Right to Read program. The report concludes by criticizing the excesses and oversimplifications of which the movement is currently guilty.

CONTACT:
State Department of Education
31 St. James Avenue
Boston, Massachusetts 02116
Telephone: 617/727-5700

STATE: **WEST VIRGINIA**

TITLE OF PRACTICE: Constitution and Bylaws - West Virginia Advisory Council on Reading.

DESCRIPTOR(S): Reading, Advisory Council, Operational Guidelines

TARGET AUDIENCE: Reading Advisory councils, State Department of Education officials.

DESCRIPTION: The constitution of the West Virginia Advisory Council on Reading describes the Council's functions, membership, meetings, officers, executive committee and amendments. The constitution is intended to facilitate the work of the Council, which is to solicit input from professional educators and laymen alike in order to better assess educational trends and needs, and develop appropriate reading-related objectives for West Virginia.

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Charleston, West Virginia 25305
Telephone: 304/348-2681

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602/255-4361

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415 12th Street, NW
Washington, DC 20004
202/673-7725

MICHIGAN

State Department of Education
Lansing, Michigan 48909
519/373-3354

CERTIFICATION

. . . examination of the appropriateness of requirements and opportunities for preservice and inservice training and certification of teachers, administrators, and other educational personnel in relationship to reading problems.[2] *[Section 162.61(b)(1)(iii)]*

Certification is a State's designation of specific teachers, or other educational personnel as being qualified to teach reading within its jurisdiction. Such granting of credentials is generally based upon the successful completion of a specialized program of advanced study which has been approved by the State. State certification requirements and procedures vary among the States, e.g., the number of hours or credits and the specific competency and performance standards.

In many States, Right to Read Directors spearheaded efforts to re-examine State Certification Requirements for reading teachers, cliricians, specialists, supervisors and resource specialists. These efforts in many cases resulted in upgrading of educational requirements for personnel involved in reading instruction.

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[2] *Federal Register*, p. B18.

STATE: **GEORGIA**

TITLE OF PRACTICE: Imperatives for the Improvement of Reading Education in the State of Georgia- -Georgia Right to Read Council

DESCRIPTOR(S): Teacher Certification, Professional Standards, Reading, Reading Advisory Council, Staff improvement.

TARGET AUDIENCE: State education officials, legislators, curriculum supervisors, school administrators, certification officials, faculty members of teacher training institutions.

DESCRIPTION: Among other recommendations of the council, this report discusses the problem of teachers who have had no training in the teaching of reading. The problem is attributed to the absense of a requirement in the certification code that teachers receive such training. The report sets forth minimum requirements in reading pedagogy to be met by all teachers, and recommends their adoption in future certification codes.

CONTACT: State Department of Education
Atlanta, Georgia 30334
Telephone: 404/656-2800

STATE: **IOWA**

TITLE OF PRACTICE: Reading Position Paper

DESCRIPTOR(S): Right to Read State Advisory Council, Reading Certification Standards, Professional Service Requirements (Reading).

TARGET AUDIENCE: Faculty members of teacher training institutions, school administrators, certification boards, teachers, state advisory committees.

DESCRIPTION: The Reading Position Paper was written to obtain the support of the Teacher Education and Certification Advisory Committee in requiring that teachers with reading as their primary teaching assignment hold "Approval 91" which is a certification requirement to increase the expertise of full time reading teachers through additional training.

The paper includes guidelines and suggested rationales for interpretation and clarification of the proposed rule requiring certification for reading teachers.

CONTACT: Department of Public Instruction
Des Moines, Iowa 50319
Telephone: 515/281-5294

STATE: **MICHIGAN**

TITLE OF PRACTICE: Report on Proposed Changes in the Certification Code in the Area of Reading

DESCRIPTOR(S): Teacher Certification, Professional Standards, Reading, Reading Advisory Council, Staff Improvement.

TARGET AUDIENCE: State Education officials, legislators, school administrators, certification officials, curriculum supervisors.

DESCRIPTION: This report presents a brief review of the background of the recommended action, as well as a rationale for amending the code. Also included is a set of basic premises which support the idea of amending the code, and a set of competencies and skills required of persons responsible for reading instruction.

This certification code modification proposed resulted from the urging of a number of groups in the State, including the Right to Read Advisory Council. These groups have maintained that the administrative rules governing the certification of Michigan teachers should be amended so that all people seeking teaching certificates in the State would be required to have instruction in the teaching of reading. At present, the certification code has no requirements in the area of reading.

The specific recommendations for recodification of the Michigan requirements for provisional certification define the minimum standards for coursework in reading as:

- six semester hours for all elementary teachers;
- three semester hours for all secondary teachers; and
- six semester hours for all secondary language arts teachers.

CONTACT: State Department of Education
Lansing, Michigan 48909
Telephone: 517/373-3354

CRITERIA OF EXCELLENCE

> *. . . with the advice of the advisory council, established pursuant to subparagraph (3) of this paragraph, develop a standard of excellence, as described in Section 162.26 of this part, defining the elements which ought to be involved in succesful reading programs in the State.*
>
> *(ii) Once it is developed, the standard of excellence shall be utilized in training activities conducted pursuant to paragraph (b)(2) of this section and as a measurement instrument in carrying out any continuing needs assessment activities pursuant to paragraph (b)(1) of this section.*[3] *[Section 162.61(c)(4) et al.]*

Criteria of Excellence figure prominently in State Leadership and Training Programs.[4] They present ideal standards which can be used by SEA's and LEA's to (1 gauge the scope and intent of their present efforts, (2 formally or informally evaluate reading programs, (3 assess staff development needs, and (4 plan improved programs. The Criteria, generally produced with input from a variety of sources, present a representative viewpoint and shared expectations of essential characteristics of quality reading instructional programs in a given State.

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[3] *Federal Register*, p. B19.

[4] U.S. Office of Education, *State Right to Read Directors Handbook* (Washington, DC: Right to Read), p. 5-14.

STATE: **GEORGIA**

TITLE OF PRACTICE: Georgia Right to Read Criteria of Excellence in Reading

DESCRIPTOR(S): Measurement Instrument, Model for Schools, Components of Reading Program, Implementation Guide.

TARGET AUDIENCE: School administrators, curriculum supervisors, reading directors.

DESCRIPTION: The *Georgia Right to Read Criteria of Excellence for Reading Programs* presents essential components of a comprehensive reading program. It is intended to serve as a model for schools in the Georgia Right to Read program seeking validation.

Included in the Criteria are: (1) the sixteen constituent criteria components and an explanation of each, (2) a documentation process and a guide for implementing the criteria, (3) action steps toward becoming a validated Right to Read school, and (4) strategies for instruction and organization of reading programs.

Seven key steps leading to validation are outlined in the document. State Right to Read validation teams conduct on-site reviews, upon request, to determine the validation potential of local Right to Read projects.

Appendices to the Criteria provide a detailed explanation of unit teaching and procedures for implementing learning centers.

The Criteria state that all schools in the Georgia Right to Read program should work toward meeting the criteria and local educators are urged to move their schools toward validation status.

CONTACT: State Department of Education
Atlanta, Georgia 30334
Telephone: 404/656-2800

STATE: **PENNSYLVANIA**

TITLE OF PRACTICE: Pennsylvania Right to Read Criteria for Excellence for Reading/Communication Arts Programs

DESCRIPTOR(S): Planning, Self Assessment Evaluation Instruments, Reading Program Standards, State Comprehensive Reading Plan.

TARGET AUDIENCE: Local school district administrators, reading directors, Right to Read Directors, evaluation specialists.

IMPLEMENTATION REQUIREMENTS: Materials: Criteria for Excellence, *A Comprehensive Reading/Communication Arts Plan.*

Training: Inservice training is suggested for improving the communication arts process so that each staff member participates in planning, implementing and evaluating inservice programs. An educational program to train volunteers and paraprofessionals has also been established.

DESCRIPTION:

Part I: The Criteria for Excellence provide a set of standards for a quality reading/communication arts program. The Criteria are based on a philosophical model published by the Pennsylvania Department of Education. They are grouped into five categories: written curriculum, instruction, staff, community and evaluation. Each category in the document consists of one or two general criterion statements which serve to describe and further define the general statement.

Part II: *A Comprehensive Reading/Communication Arts Plan* is a working document that is currently being field tested by the department and used in various training activities. It proposes a framework of goals, as well as processes for achieving those goals under the active leadership of the chief school administrator of each school system in the Commonwealth. The plan relates to every person, every content area of curriculum, and to all the communicative arts and skills.

CONTACT:

State Department of Education
Harrisburg, Pennsylvania 17126
Telephone: 717/787-5820

STATE: **SOUTH DAKOTA**

TITLE OF PRACTICE: Criteria of Excellence

DESCRIPTOR(S): Planning, Reading Program Standards Educational Evaluation.

TARGET AUDIENCE: Local School Districts, administrators, educators.

IMPLEMENTATION REQUIREMENTS: Materials: *Process Guide for Implementing the South Dakota Standards of Excellence in Reading: South Dakota Right to Read Criteria Statements:* Activities Kit.

DESCRIPTION: The South Dakota Right to Read Criteria of Excellence are described in four related documents which together constitute a comprehensive program development and implementation process:

(1) *The Process Guide for Implementing the South Dakota Standards of Excellence in Reading* introduces the criteria and outlines the five steps necessary for implementation: assessment, diagnosis, planning, execution, and evaluation.

(2) &(3) *The Standards of Excellence in Reading and the Criteria Statements* are guidelines and measurement instruments which outline the criteria components and provide standards for measuring their implementation.

(4) The Activities Kit for the improvement of reading instruction is divided into sections which examine specific problems, solutions, activities, and resource materials.

CONTACT:

State Superintendent of the Division of Elementary and Secondary Education
Pierre, South Dakota 57501
Telephone: 605/773-3253

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Montgomery, Alabama 36130
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Hathaway Building
Cheyenne, Wyoming 82002
307/777-7673

DISSEMINATION OF INFORMATION

. . . to assist in the development, organization, and administration of reading programs in local educational agencies and appropriate non-profit private agencies and schools.

Dissemination of information activities conducted pursuant to this paragraph may include:

(i) The distribution of Right to Read materials and other information made available by the Commissioner; and

(ii) Information developed or utilized pursuant to subparagraph (3)(ii) of this paragraph.[5] *[Section 162.61(b)(4) et al.]*

Dissemination of Information provides a two-way flow of information which serves to:

- stimulate public awareness of State literacy needs, goals and programs,
- activate resources for the development of literacy,
- promote reading improvement by providing self-help materials and information,
- publicize evaluation results and other critical data on literacy and/or
- highlight exemplary programs and practices.

Right to Read States have developed many creative dissemination approaches and products. Various media have been utilized in State dissemination processes, ranging from television, convention booths, newspapers and brochures, to bumper stickers and lapel buttons. Dissemination activities are ongoing, but have often taken the shape of intensive campaigns of short duration to focus public attention on specific literacy activities and issues.

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[5] *Federal Register*, p. B18.

STATE: **NEW YORK**

TITLE OF PRACTICE: The Right to Read Directory: Adult Reading Programs

DESCRIPTOR(S): Adult Reading Programs, Reading Programs, Informational Guide of Adult Literacy Services.

TARGET AUDIENCE: Local school districts, community service organizations, citizens concerned with adults in need of literacy resources and services.

DESCRIPTION: One example of the dissemination activities conducted by the New York Right to Read program is a directory of agencies, adult learning centers, schools, libraries, and education opportunity centers. The directory, which was prepared by the New York Urban League, is designed to be used in locating resources and services for those requiring literacy instruction in the State. Among the services provided are:

1. High school equivalency preparation
2. Speed reading
3. Referral services
4. Recruitment of clients
5. Counseling services (educational)
6. English as a second language programs
7. Adult basic education
8. Vision screening
9. Community service projects

CONTACT: State Education Department
Albany, New York 12234
Telephone: 518/474-5844

STATE: **OHIO**

TITLE OF PRACTICE: Right to Read Week and Other Dissemination Activities

DESCRIPTOR(S): Motivation Techniques, School/Community Cooperation, Inservice Teacher Education, Communication, Basic Skills.

TARGET AUDIENCE: Parents, teachers, school administrators, citizens, organizations concerned with reading improvement, private sector organizations.

DESCRIPTION: Ohio Right to Read has developed publications and audio-visual materials designed to provide information to those concerned with reading improvement in the State and to demonstrate Ohio's commitment to the involvement of parents and communities in the educational process. These materials, which often supplement broad-based campaigns targeted to school administrators, teachers, parents, and students support the continuing in-service education, technical assistance, public awareness and reading motivation programs of Ohio Right to Read. Examples of dissemination activities and materials are:

Right to Read Week: an annual, weeklong observance. Includes a 34-page brochure sent to all Ohio principals and a special supplement in Cleveland's *Plain Dealer.*

Read to Win: a reading motivational program supported by famous atheletes. Includes posters, buttons, certificates.

Reading Hall of Fame: awards for implementing reading incentive programs which improve student reading achievement.

Ohio Testing Handbook: a model for school administrators to be used in establishing effective school testing programs.

Testing Early Reading: inservice instructional television series.

Network: Right to Read newsletter

CONTACT: State Department of Education
Columbus, Ohio 43215
Telephone: 614/466-3304

STATE: **PENNSYLVANIA**

TITLE OF PRACTICE: Promising Practices - Television Literacy Campaign

DESCRIPTOR(S): Public Service Messages, Educational Broadcasts, Reading Hotline, Parental Guidance, Reading Motivation.

TARGET AUDIENCE: Adults who cannot read or who have children experiencing reading difficulties.

FINANCIAL REQUIREMENTS: Toll-free phone system, mailing costs, duplication costs, travel and meeting expenses, evaluation costs.

DESCRIPTION: The television literacy campaign consists of short public service messages which stress the importance of literacy and advertise a toll-free number. These messages are broadcast over public and commercial television stations throughout the State. Viewers with reading difficulties or whose children experience problems with reading are advised to call a toll-free number for assistance. The caller's name and number are taken by a central monitoring station and are forwarded to a volunteer based in the client's region. The volunteer then contacts the client and refers him/her to the appropriate agency. The volunteer also alerts the agency to anticipate the client's call.

Volunteers can be recruited from professional organizations within the State. Appropriately designed picture pamphlets can be sent to the client which depict home activities designed to aid in reading proficiency, particularly for parents whose children are poor readers.

CONTACT:

State Department of Education
Harrisburg, Pennsylvania 17126
Telephone: 717/787-5820

OTHER STATE SUBMISSIONS:

ALASKA

State Department of Education
Juneau, Alaska 99801
907/465-2800

ARIZONA

State Department of Education
Phoenix, Arizona 85007
602/255-4361

CALIFORNIA

State Department of Education
Sacramento, California 95814
916/445-4338

CONNECTICUT

State Department of Education
P. O. Box 2219
Hartford, Connecticut 06115

DISTRICT OF COLUMBIA

Public Schools of the District of Columbia
415 12th Street, NW
Washington, DC 20004
202/724-4222

FLORIDA

State Department of Education
Tallahassee, Florida 32304
904/487-1785

GEORGIA

State Department of Education
Atlanta, Georgia 30334
404/656-2800

MISSISSIPPI

State Department of Education
Jackson, Mississippi 39205
601/354-6933

NEW HAMPSHIRE

State Department of Education
Concord, New Hampshire 03301
603/271-3144

OREGON

State Department of Education
Salem, Oregon 97310
503/378-3573

TEXAS

Texas Education Agency
Austin, Texas 78701
512/475-3271

VIRGINIA

State Department of Education
Richmond, Virginia 23216
804/786-2612

EVALUATION

. . . the collection, verification, and analysis of data to measure the extent to which such objectives are accomplished by the project.[6] *[Section 162.61 (c)(1)(iv)]*

Evaluation provides a means by wich program managers and decision makers can determine (1) whether a program's purpose and objectives are being achieved, (2) the degree to which the program is effectively serving the participants in the manner intended, and (3) the significance of progress and rsults. It is an ongoing process of collecting information on program operations or on the performance and behavior of participants. The process involves implementation of formal and informal procedures followed by analysis and interpretation of the data gathered in light of anticipated outcomes and predetermined performance standards and criteria. Evaluations of State Leadership and Training Programs primarily examined activities associated with the implementation of the Right to Read strategy and the ensuing change process. Various techniques, including use of third-party evaluators, mail surveys, personal interviews and observation, were used for data collection. Such evaluations focused upon qualitative as well as quantitative aspects of reading improvement activities.

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[6] *Federal Register*, p. B18.

STATE: **FLORIDA**

TITLE OF PRACTICE: Florida Right to Read. An Evaluation

DESCRIPTOR(S): Evaluation, Reading, Statewide Survey.

TARGET AUDIENCE: School administrators, citizens, legislators, State Education officials.

IMPLEMENTATION REQUIREMENTS: Time: Four and one-half months were devoted to the evaluation.

DESCRIPTION: This evaluation, conducted by Florida A&M University College of Education, analyzes documentation and report findings of Florida Right to Read's efforts for FY 1977-1978. Included in the evaluation are: program objectives, activities related to each objective, analysis of the nature and extent of program participation and reactions from recipients of program services.

Financial and time constraints precluded the polling of all participating schools. Instead, the population was stratified according to types of schools, and a random sample was constructed to include every third school in each category. The three components of the evaluation focused on assessment of the opinions and the beliefs of (1) participating school principals, (2) reading contact persons, and (3) teachers.

RESULTS/ EVALUATION: All objectives of the 1977-1978 Right to Read program were met. The activities undertaken in pursuit of the objectives had significant impact upon reading supervisors, principals and teachers, as well as upon various offices within the Department of Education.

CONTACT: State Department of Education
Tallahassee, Florida 32304
Telephone: 904/487-1785

STATE: **GEORGIA**

TITLE OF PRACTICE: External Evaluation of the Georgia Right to Read Program

TARGET AUDIENCE: Principals, reading directors, county education directors, citizens, legislators, State reading officials.

IMPLEMENTATION REQUIREMENTS: Materials: *External Evaluation Report Participants* (Part I), *External Evaluation Report Non-Participants* (Part II).

Training: Workshop session by a county or system level supervisor as part of the validation process.

DESCRIPTION:

These reports, prepared by the Center for Educational Research of Georgia State University for the Georgia Board of Education, represent two sections of the first formal external evaluation of the Georgia Right to Read program. Part I is based on a survey of principals, reading teachers and county directors currently involved in the program. It assesses their attitudes toward the program and their opinions of the program's quality and effectiveness. During the 1977-78 school year, 60 out of the 188 school systems in Georgia participated in Right to Read.

Part II of the survey was targeted to the 120 nonparticipating school systems. The curriculum directors of these school systems were asked about their reasons for non-participation, and their familiarity with the Georgia Right to Read program and test results for the past three years.

Both surveys showed strong positive agreement on the program's quality. All concurred that committment was critical to implementation of successful Right to Read programs.

CONTACT:

State Department of Education
Atlanta, Georgia 30334
Telephone: 404/656-2800

STATE:

HAWAII

TITLE OF PRACTICE:

Right to Read State Leadership and Training Project 1978-1979 Final Evaluation

DESCRIPTOR(S):

Evaluation, Reading, Staff Improvement.

TARGET AUDIENCE:

State and local education officials, citizens, legislators.

DESCRIPTION:

The report presents the major findings, results and recommendations of a one-year evaluation of the Hawaii Right to Read State Leadership and Training Program conducted by an independent evaluation specialist. The evaluation focused upon four major components of the program: 1) cadre training workshops, 2) technical assistance to local school districts, 3) dissemination of Right to Read information, and 4) community involvement.

In the course of preparing the report, the outside evaluator designed and administered interviews to a sample of teachers, principals, and resource teachers in five of the State's seven school districts. Resource Teacher Feedback Forms, Workshop Evaluation Forms, and a Program Planning Questionnaire were designed cooperatively by the outside evaluator and project staff. Data on these procedures were statistically analyzed in the report, as well as specific recommendations for program improvements.

CONTACT:

State Department of Education
Honolulu, Hawaii 96804
Call San Francisco
FTS Operator 8-556-0220
Ask Operator to dial 808-548-6583

OTHER STATE SUBMISSIONS:

ARIZONA

State Department of Education
Phoenix, Arizona 85007
602/255-4361

CALIFORNIA

State Department of Education
Sacramento, California 95814
916/445-4338

NEW JERSEY

State Department of Education
Trenton, New Jersey 08625
609/292-8360

OHIO

State Department of Education
Columbus, Ohio 43215
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PENNSYLVANIA

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Harrisburg, Pennsylvania 17126
717/787-5820

WEST VIRGINIA

State Department of Education
Charleston, West Virginia 25305
304/348-2681

TEXAS

Texas Education Agency
Austin, Texas 78701
512/475-3271

IDENTIFICATION AND VALIDATION OF EXEMPLARY READING PROGRAMS*

. . . provision of ongoing technical assistance to use information on effective and validated reading programs, specific approaches to the teaching and learning of reading skills, and administrative and organizational processes; and

(iii) The provision of technical assistance activities related to innovative approaches, techniques, or other activities which have proved effective in that or in other States.[7] *[Section 162.61(b)(3)(ii)]*

IDENTIFICATON AND VALIDATION OF EXEMPLARY READING PROGRAMS is essentially systematic examination and evaluation of model reading instructional programs and dissemination of information on promising practices. It offers a cost-effective solution for the improvement of local education agency practices. Many Right to Read State Leadership and Training Program activities were designed to encourage and facilitate validation of local reading improvement programs. In some cases SLTPs developed their own evaluation criteria and validation procedures. Other SLTPs urged the school districts within their jurisdictions to validate their reading programs through existing State-level Identification, Validation, Dissemination (IVD) or Joint Dissemination Review Panel (JDRP) processes.

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[7] *Federal Register*, p. B18.

STATE: **ARIZONA**

TITLE OF PRACTICE: Reading Programs in Arizona

DESCRIPTOR(S): Exemplary Reading Programs, Basic Skills, Elementary and Secondary Education.

TARGET AUDIENCE: School administrators, teachers, reading directors, Right to Read directors.

IMPLEMENTATION REQUIREMENTS: Materials: *Reading Programs in Arizona.*

DESCRIPTION: *Reading Programs in Arizona* presents summaries of fourteen reading programs demonstrating many different approaches to the teaching of reading to students at all grade levels, kindergarten through adult. State reading specialists surveyed reading programs in the State and selected those which were particularly promising and practicable. The Arizona Department of Education encourages replication of the programs by other school districts. Information provided for each promising program includes a description of the population served by the program, background information on the school district and community, a synopsis of program content, evaluation procedures and findings, and a contact person.

Descriptions of the following traditional and nontraditional approaches to teaching reading are provided in the publication: 1) Catch Up-Keep Up, 2) Intensive Phonics, 3) Nongraded Reading Instruction, 4) Minimal Reading Proficiency, 5) Community Kindergarten, 6) Encoding-Decoding, 7) Basal Text, 8) Bilingual-Bicultural, 9) Individualized Reading, 10) High School Intensive Study of Vocabulary, 11) Departmental Operational Guidelines, 12) Multi-phased Parental Involvement, 13) Adult Education Total Curriculum, and 14) Learning Disability Team.

CONTACT: State Department of Education
Phoenix, Arizona 85007
Telephone: 602/255-4361

STATE: **MASSACHUSETTS**

TITLE OF PRACTICE: Criteria for Identifying and Validating Exemplary Reading Program

DESCRIPTOR(S): Validation Criteria, Exemplary Reading Programs, Elementary and Secondary Programs, Indicators of Success for Reading Programs, Evaluation of Reading Programs, Identifying Effective Reading Programs, Program Analysis.

TARGET AUDIENCE: Reading directors, administrative personnel, evaluation agencies, Right to Read directors, K-12 school systems.

IMPLEMENTATION REQUIREMENTS: Materials: *Criteria for Identifying and Validating Exemplary Reading Programs, Focus on Excellence.*

DESCRIPTION: This instrument is based on the Right to Read publication *Focus on Excellence* and on the validation criteria developed by the Massachusetts Title IV- Program. It was developed by a committee responsible for the validation of exemplary reading programs in the State. Essentially, the document is a protocol for acquiring necessary data prior to a field visit to a school system by a working committee of reading directors. Based on its findings, the committee decides whether or not a given reading program is worthy of being validated as exemplary, and worthy of serving as a model for other school systems. Only programs in operation for more than one year are considered for validation.

CONTACT: State Department of Education
Boston, Massachusetts 01583
Telephone: 617/727-5700

STATE: **NEW HAMPSHIRE**

TITLE OF PRACTICE: Promising Practices - 1978-1979

DESCRIPTOR(S): Language Arts Programs, Promising Practices, Exemplary Language Arts Programs, Basic Skills, Elementary and Secondary Education.

TARGET AUDIENCE: School administrators, teachers, language arts supervisors.

IMPLEMENTATION REQUIREMENTS: Materials: *Promising Practices 1978-1979*

DESCRIPTION: *Promising Practices* identifies twenty (20) New Hampshire programs in which the language arts elements are particularly beneficial for student learning. Projects that involve students at all grade levels, pre-K-through adult, and with special instructional needs, such as compensatory education and bilingual education, are included in this publication.

The collection is a sampling that is representative of a Statewide geographical spread and a broad spectrum of ideas. The selected programs illustrate diverse approaches to improvement of language arts and skills, e.g., parent participation, multi-sensory individualized instruction, media centers, visual literacy and peer editing.

The booklet is designed to serve as a resource for local educators. New Hampshire Right to Read views the exchange of ideas as an important element of the staff development process.

Promising Practices is intended to spur the development of practical and creative language arts programs.

CONTACT:

State Department of Education
Concord, New Hampshire 03301
Telephone: 603/271-3144

OTHER STATE SUBMISSIONS:

DISTRICT OF COLUMBIA

Public Schools of the
District of Columbia
415 12th Street, NW
Washington, DC 20004
202/724-4222

TEXAS

Texas Education Agency
Austin, Texas 78701
512/475-3271

LOCAL EDUCATION AGENCY TRAINING PROGRAMS

. . . for administrators responsible for reading programs in local educational agencies and non-profit private agencies and schools within the State.

(i) The training program must be based upon the needs assessment described in subparagraph (1) of this paragraph and upon the standard of excellence described under paragraph (c)(4) of this section.

(ii) The training program may be given in coordination with teacher preparatory institutions within the State and shall include:

(A) The teaching of basic reading skills;

(B) Organizational and administrative skills;

(C) Interpersonal relations skills directed toward community involvement and the change process;

(D) Planning strategies;

(E) The preparation of administrative support materials for reading programs;

(F) The development and carrying out of tutoring projects in reading and the preparation of tutors for these projects;

(G) Appropriate bilingual methods for children and adults of limited English-speaking ability; and

(H) Approaches to the provision of effective reading instruction for various target populations, including the planning, development, and implementation of programs for adults;[8] *[Section 162.61(b)(2) et al.]*

LEA TRAINING is a program of staff development conducted by State Education Agencies for reading program administrators and instructional personnel of local school districts. Various training strategies and models have emerged through implementation of the Right to Read strategy. Although many trainees entered the training programs with extensive experience and qualifications related to the teaching of reading, the programs were aimed at improving their understanding of Right to Read concepts and strategies for managing the processes involved in planning and implementing effective reading improvement programs.

The Right to Read State Directors' Handbook presents Guidelines for Developing the LEA Directors' Program of Preparation which are outlined below. These guidelines prescribe a comprehensive approach that considers not only the content of the training programs, but also the management support requirements that are essential to the continued successful operation of the programs within the context of total local education systems.

1. The program should be consistent with the SEA Plan of Action.

2. The Program should allow for differences that are inherent in local districts.

3. The Standards of Excellence should be utilized in the program.

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[8] *Federal Register*, p. B18.

4. In addition to providing the LEA director with skills and information necessary to the task, the program should contribute to the development of a support system at the local level.

5. The tasks or agreements made in conjunction with the training program should be specified so that each level of authority in the local agency will know what is expected.

6. An assessment should be made of the strengths and weaknenses of each individual involved and adjustment planned to meet these individual differences.

7. Strategies for dealing with normal psychological variances must be considered.

8. The program should be designed so that the SEA director can be effective.

STATE: **DELAWARE**

TITLE OF PRACTICE: Development of a State Consortium for Staff Development in Reading

DESCRIPTOR(S): Reading Inservice Training Program, State-School-University Co-operative Projects, Mini-Courses, Staff Development Consortium.

TARGET AUDIENCE: Teachers, curriculum supervisors and specialists, administrators, graduate students.

IMPLEMENTATION REQUIREMENTS: Sample course listings and student enrollment materials are available.

FINANCIAL REQUIREMENTS: Fees are charged for courses taken on graduate-credit basis. The Consortium for Staff Development is funded through the Emergency School Aid Act and a Right to Read State Leadership and Training grant.

DESCRIPTION: Needs uncovered in the course of implementing the Delaware Standards of Excellence led to the formation of a Staff Development Consortium in Reading. Over sixty State reading resource persons were identified in fourteen local school districts, the Department of Public Instruction, and other public and private agencies. These States resource persons have designed over 109 courses in reading which are conducted periodically throughout the State and which are available to local administrators upon request. Since 1977, over 800 people or 13% of Delaware's professional educational personnel have participated in the courses on a voluntary basis.

CONTACT: State Department of Public Instruction
Dover, Delaware 19001
Telephone: 302/678-4000

STATE: **MARYLAND**

TITLE OF PRACTICE: The Early Identification and Intervention Program (EIIP)

DESCRIPTOR(S): Diagnostic Teaching, Primary Education, Learning Disabilities, Special Education, Reading Disabilities, Instructional Television, Early Identification.

TARGET AUDIENCE: Kindergarten, primary teachers, teacher trainers, administrators, early childhood education program directors, reading directors and specialists.

IMPLEMENTATION REQUIREMENTS:

Materials:

- *Early Identification: Teaching Strategies;*
- *Early Identification and Instructional Programming for Learning Problems;*
- *An Evaluation of the Early Identification and Instructional Program for Learning Problems;*
- *A Validation Study of the Early Identification and Intervention Program Screening Instrument: A Longitudinal Study*

Training: An instructional television series entitled *Early Identification: Teaching Strategies* provides inservice training for teachers. The series discusses sensory perception, cognition, language, motivation, and psychomotor development in four "telelessons". Each lesson is thirty minutes in length. An instructor's guide is available for the series which presents pre- and post-viewing activities and a description of each program.

DESCRIPTION:

The EIIP was established to aid school systems in establishing effective, comprehensive programs to identify and implement instructional programming for students with learning/reading problems in compliance with mandates of the Maryland legislature which require an evaluation of all students entering the primary grades. The EIIP basic plan, developed cooperatively by the Maryland Department of Education and local education agency Early Identification Coordinators, has three components which call for: (1) early screening of all students, (2) administering continuous assessment of students, and (3) developing instructional strategies based on the screening and assessment results.

RESULTS/ EVALUATION:

The program was evaluated by Curriculum Evaluation Consultants in 1975. Among other findings, this research concluded that approximately 40% of the children evaluated were identified as having potential learning problems by the Teacher Observation Instrument.

A longitudinal study conducted of the EEIP established the predictive validity and the concurrent validity of the Maryland State Teacher Observation Instrument by examining its relationship to other initial assessment instruments over a three year period.

CONTACT:

Department of Education
International Tower Building
P.O. Box 8717, BWI Airport
Baltimore, Maryland 21240
Telephone: 301/796-8300

STATE: **TEXAS**

TITLE OF PRACTICE: Texas Leadership Training Series

DESCRIPTOR(S): Reading Leadership Training, Inservice, Training Modules (reading, Training Media.

TARGET AUDIENCE: Reading directors, administrators, educational media and training specialists, faculty members of teacher training institutions.

IMPLEMENTATION REQUIREMENTS: Materials: *The Right to Read Texas Leadership Training Series Worktext for Program Directors:* Strand I, Strand II, Strand III.

Filmstrips, overhead transparencies, tapes, slides.

Training: Conducted by regional coordinators in separate regions of the State. Printed modules provided the basis for instruction. College credit was awarded to Right to Read directors upon successful completion of the lessons in the modules.

DESCRIPTION: *The Texas Right to Read Leadership Training Series* and supportive materials were developed cooperatively by the Texas Education Agency, the Texas Woman's University, and Region XIV Education Center with funding provided through the Cooperative Research Act and the Right to Read State Leadership and Training Program. The series was designed to assist regional and local Right to Read personnel in planning and implementing comprehensive reading programs. Thirty instructional modules have been produced; and they are organized into three strands of topics:

- Leadership and Awareness in Communication
- Management and Planning Skills
- Strategies for Teaching Reading

Filmstrips, slides, worktexts, overhead transparencies, resource packets and cassette tapes have been designed to supplement the training program.

The modular concept provides flexibility in training local Right to Read Directors, and permits individualized training.

CONTACT: Texas Education Agency
Austin, Texas 78701
Telephone: 512/475-3271

OTHER STATE SUBMISSIONS:

ALABAMA

State Department of Education
Montgomery, Alabama 36109
205/832-3316

ALASKA

State Department of Education
Juneau, Alaska 99801
Call Seattle FTS Operator
3-399-0150: Ask Operator to
dial 907-465-2800

ARIZONA

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404/656-2584

IDAHO

State Department of Education
Boise, Idaho 83720
208/384-3301

ILLINOIS

Illinois Office of Education
Springfield, Illinois 62777
217/782-2221

IOWA

State Department of Public Instruction
Des Moines, Iowa 50319
515/281-5294

KANSAS

State Department of Education
Topeka, Kansas 66612
913/296-3210

MASSACHUSETTS

State Department of Education
Boston, Massachusetts 02116
617/727-5700

MICHIGAN

State Department of Education
Lansing, Michigan 48909
517/373-3354

MINNESOTA

State Department of Education
Saint Paul, Minnesota 55101
612/296-6104

MISSISSIPPI

State Department of Education
Jackson, Mississippi 39205
601/354-6933

NEBRASKA

State Department of Education
Lincoln, Nebraska 98509
402/471-2465

NEW HAMPSHIRE

State Department of Education
Concord, New Hampshire 03301
603/271-3144

NEW JERSEY

State Department of Education
Trenton, New Jersey 08625
609/292-4450

NEW MEXICO

State Department of Education
Santa Fe, New Mexico 87503
505/827-2282

NEW YORK

State Education Department
Albany, New York 12234
518/474-5844

NORTH CAROLINA

State Department of Public Instruction
Raleigh, North Carolina 27611
919/733-3813

OHIO

State Department of Education
Columbus, Ohio 43215
614/466-3304

OREGON

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Salem, Oregon 97310
503/378-3573

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Harrisburg, Pennsylvania 17126
717/787-5820

RHODE ISLAND

State Department of Education
Providence, Rhode Island 02908
401/277-2031

SOUTH DAKOTA

Division of Elementary and Secondary Education
Pierre, South Dakota 57501
605/773-3139

TENNESSEE

State Department of Education
Nashville, Tennessee 37219
615/741-2731

VERMONT

State Department of Education
Montpelier, Vermont 05602
802/828-3135

VIRGINIA

State Department of Education
Richmond, Virginia 23216
804/786-2612

WASHINGTON

Office of the Superintendent of Public Instruction
Olympia, Washington 98504
206/753-6717

WEST VIRGINIA

State Department of Education
Charleston, West Virginia 25305
304/348-2681

STATE EDUCATION AGENCY TASK FORCE

. . . of representatives of all programs within the State educational agency involving or related to reading activities.

(ii) The task force shall serve as a means of securing collaboration, with respect to the planning and implementation of the project assisted pursuant to this subpart, among representatives of different programs within the State agency involving or related to reading activities and also as a means for insuring that the project is effectively coordinated with other reading activities of the State educational agency.[9] *[Section 162.61(c)(2) et al.]*

The State Education Agency Task Force serves to coordinate State-level programs by:

- familiarizing personnel of various offices and agencies within the SEA with the goals and objectives of the State leadership and Training Program,
- planning and conducting collaborative projects,
- unifying the State Education Agency reading improvement efforts.

The Right to Read strategy fostered coordination by developing a broad base of support, gaining commitment to common goals and direction, and purposefully channeling resources to local school districts that are actively engaged in conducting reading improvement activities.

[9] *Federal Register*, p. B18.

STATE: **MISSISSIPPI**

TITLE OF PRACTICE: State of the Art of Reading in Mississippi

DESCRIPTOR(S): State Agency Task Force Needs Assessment, State Reading Survey, Reading Achievement, Statewide Assessment.

TARGET AUDIENCE: Educators, citizens, legislators, special interest groups.

IMPLEMENTATION REQUIREMENTS: Materials: *State of the Art of Reading in Mississippi*

DESCRIPTION: This report was prepared by the 16 members of the Mississippi State Literacy Task Force to identify specific reading needs in the State and to identify what is being done to meet these needs. The information contained in the report was gathered from existing data and sources within the State Education Agency and local education agencies. Twenty abstracts outlining the content, data gathering and analysis procedures and major findings for selected data sources used in the needs assessment study are presented in the *State of the Art of Reading in Mississippi*. In addition, the document contains summaries of the results of the performance of 4th, 5th, and 8th grade students on the *California Achievement Test* and an *Attitude Toward Public Education Survey* which was completed by legislators, teachers, superintendents, junior college presidents and representatives of the general population.

Data collected and synthesized in the needs assessment focused on a broad and diverse range of issues and subjects such as:

- the direction of and long-range goals for instructional television broadcasting and production
- reading scores of juvenile delinquents
- necessary reading skills to enhance the learning process
- reading scores from the 1971-1977 state testing program

Information gained through the assessment was utilized to chart the course for a united effort to improve reading in Mississippi.

CONTACT: State Department of Education
Jackson, Mississippi 39205
Telephone: 601/354-6933

STATE: **OHIO**

TITLE OF PRACTICE: State Education Agency Information Directory of Reading Services

DESCRIPTOR(S): Ohio Reading Services, Reading Resources, State Reading Program, State Education Agency Task Force.

TARGET AUDIENCE: School administrators, teachers, and organizations.

FINANCIAL REQUIREMENTS: Services and materials provided free or at cost.

DESCRIPTION: This publication was developed by the consultants of Ohio Right to Read for dissemination to local school districts in order to promote awareness of reading-related programs, materials and human resources available upon request from the Ohio Department of Education. The directory, which is the product of a State Education Agency Task Force initiative, contains titles and descriptions of services available, cost requirements, and the name, address and telephone number of a contact person.

CONTACT: State Department of Education
Columbus, Ohio 43215
Telephone: 614/466-3304

STATE: **SOUTH DAKOTA**

TITLE OF PRACTICE: South Dakota Right to Read SEA Task Force

DESCRIPTOR(S): State Education Agency Coordination, Comprehensive Planning, Reading Improvement, Education Task Forces.

TARGET AUDIENCE: Educators.

IMPLEMENTATION REQUIREMENTS: The task force must have definite purposes and objectives. There must be commitment to a Statewide collaborative effort with reciprocal benefits for the individual programs represented as well as for the comprehensive effort.

DESCRIPTION: The Right to Read SEA Task Force membership included representatives from the offices of Special Education and Title I, the directors of Early Childhood Education, Language Arts, Reading, Social Studies, Indian Education, Adult Basic Education, Library Media, Title IV-C and Equal Education Opportunities. The SEA Task Force was responsible for the original draft and development of the Right to Read Standards of Excellence and Criteria Statements. Subsequently, special task forces assumed revision responsibilities. The SEA Task Force reviewed all materials and processes for field site implementation developed by Right to Read staff and special task forces. The task force also served as a sounding board, providing suggestions for revision and the sharing of ideas for local school implementation.

CONTACT:

State Department of Education
Pierre, South Dakota 57501
Telephone: 605/773-3801

OTHER STATE SUBMISSIONS:

DISTRICT OF COLUMBIA

Public Schools of the District of Columbia
415 12th Street, NW
Washington, DC 20004
202/724-4222

WEST VIRGINIA

State Department of Education
Charleston, West Virginia 25305
304/348-2681

STATEWIDE NEEDS ASSESSMENT

. . . to determine the state of the art in reading and reading instruction and to validate promising reading practices and organizational and administrative processes within the State.

(i) The needs assessment must include an identification and prioritization of reading needs, including personnel needs, in the State and must examine the ways in which State leadership and training activities funded pursuant to this subpart may effectively address these needs, including an examination of the relationship of State leadership and training activities funded under this subpart to other reading resources and activities in the State, both existing and planned for the successive three year period;

(ii) The needs assessment must result in a needs assessment document showing the findings of the needs assessment in accordance with the provisions of clause (i) of this subparagraph which may be updated from time to time as the result of continuing needs assessment activities, and which constitutes a foundation for the development of a plan for continuing State leadership and training activities in the field of reading; and

(iii) The needs assessment must include an examination of the appropriateness of requirements and opportunities for preservice and inservice training and certification of teachers, administrators, and other educational personnel in relationship to reading problems.[10] *[Section 162.61(b)(1) et al.]*

Statewide Needs Assessment is a comprehensive survey and analysis conducted periodically to measure the condition of literacy and reading instruction within a State. It is an essential prerequisite for effective planning. Needs are identified through intensive study of basic data (describing the status of programmatic efforts to deal with the development of literacy in the target population). Following review and analysis, needs are categorized (e.g., teacher needs, student needs, institutional needs), prioritized and carefully examined relative to overall program goals. The assessment process provides program planners within information essential to the development of plausible objectives and relevant program activities.

Right to Read States in many cases formed special task forces to conduct the statewide assessment. In other instances, the responsibility for assessment was assumed by the SEA Task Force or the State Right to Read Advisory Council. Surveys, external consultants and existing reports provided data for the studies.

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[10] *Federal Register*, p. B18.

STATE: **ARIZONA**

TITLE OF PRACTICE: Arizona Right to Read Assessment Survey

DESCRIPTOR(S): Leadership Training Activities, Reading, Program Planning and Operations, State Reading Survey, Educational Assessment, Basic Skills, Staff Improvement.

TARGET AUDIENCE: Right to Read directors, school administrators, local reading personnel.

IMPLEMENTATION REQUIREMENTS: Materials: *Arizona Right to Read Assessment Survey*. Training: Leadership Development Program provided annually.

DESCRIPTION: Through the Leadership Development Program, which is conducted annually for local staff throughout the State, the Arizona Right to Read Program provides leadership training activities for local school district personnel involved with reading programs. The program focuses on major aspects of effective reading program planning and operation.

In order to better identify the kinds of training and services that this Leadership Development Program might address, Right to Read conducted a State-wide survey of school district administrators and reading program staff. A questionnaire was designed to inform the Arizona Department of Education of the local educators' viewpoint on reading needs.

The findings of the needs assessment indicate that local education agency (LEA) administrative staff (e.g., principal, head teacher) need leadership training if they are to assist school personnel with local reading programs. In addition, the findings indicate that school administrators and program supervisors need assistance in working with reading teachers in developing the mechanics of the Right to Read program, e.g., curriculum design, instructional methodology, districtwide programs, and, in general, the design of learning objectives to meet the reading needs of individual students.

CONTACT: State Department of Education
Phoenix, Arizona 85007
Telephone: 602/255-4361

STATE: **VIRGINIA**

TITLE OF PRACTICE: Assessment of Reading Instruction in Virginia's Schools

DESCRIPTOR(S): Educational Needs Assessment, Assessment of Teacher Training Needs, State Reading Programs, Basic Skills, Staff Improvement.

TARGET AUDIENCE: Local school district administrators, teachers, reading specialists.

IMPLEMENTATION REQUIREMENTS: Materials: *Reading Instruction in Virginia's Schools*, Reading Assessment Survey Form.

DESCRIPTION: A State Agency Task Force was convened in 1975 by the State Right to Read Director to develop strategies for mobilizing efforts and personnel to assume reading improvement responsibilities. The task force's analysis of available data suggested that considerably more was known about learner needs than about teacher needs and instructional practices. As a result of these findings, the task force recommended that a survey be conducted to assess teachers' perceptions of reading instruction. *Reading Instruction in Virginia's Schools* presents a summary of the results of the survey as perceived by a representative sample of elementary classroom teachers, elementary classroom teachers with reading specialist endorsements, secondary teachers of reading, and adult basic education teachers.

The seven major topics covered by the survey were: 1) Roles of persons implementing reading programs, 2) Professional preparation, 3) Competencies in the Teaching of Reading, 4) Program planning, 5) Program implementation, 6) Program assessment and evaluation, and 7) Community support and involvement.

Broadly considered, the assessment of needs of persons with responsibilities for teaching reading in Virginia pointed to several considerations that should be of interest to both the professional and lay communities. It is recommended that every local school division in the State use the data to examine its reading program.

RESULTS/ EVALUATION: Detailed information concerning the study may be obtained from the Division of Elementary Education and the Division of Educational Research and Statistics, Virginia State Department of Education.

CONTACT: State Department of Education
Richmond, Virginia 23216
Telephone: 804/786-2612

STATE: **TEXAS**

TITLE OF PRACTICE: A Study of the Right to Read Program in Texas

DESCRIPTOR(S): Needs Assessment, Evaluation, Reading, Statewide Survey.

TARGET AUDIENCE: State and local education officials, citizens, legislators.

IMPLEMENTATION REQUIREMENTS:

Materials: *Local Right to Read Directors' Questionnaire.*

DESCRIPTION:

This report analyzes the results of a 1978 Texas Education Agency survey of Right to Read project directors within the State. A questionnaire was sent to all project directors in the State, 61% of whom responded. This questionnaire poses eight critical questions essential to formative program evaluation, among them: 1) Is the improvement of reading instruction a top priority in participating districts? 2) Has an effort been made to coordinate all reading programs in each district? 3) Has the Right to Read program increased the variety of reading instructional methods being used?

Survey results indicate that the program has had an impact on reading instruction in a number of areas, including instructional methodologies, materials, attitudes and staffing patterns. The results are discussed in detail, and eight specific conclusions are drawn from the survey data.

Questionnaire data were computer analyzed, and were grouped by the year the districts entered the program and by total returns for all districts. All respondents indicated that reading programs were a top priority within their school system, and that Right to Read efforts and other reading improvement activities are being coordinated.

CONTACT:

Texas Education Agency
201 East 11th Street
Austin, Texas 78701
Telephone: 512/475-3271

OTHER STATE SUBMISSIONS:

ALASKA

State Department of Education
Juneau, Alaska 99801
Call Seattle FTS Operator
8-399-0150:
Ask Operator to dial
907-465-2800

GEORGIA

State Department of Education
Atlanta, Georgia 30334
404-656-2800

IOWA

State Department of Public Instruction
Des Moines, Iowa 50319
515-281-5294

KANSAS

State Department of Education
Topeka, Kansas 66612
913-296-3201

MASSACHUSETTS

State Department of Education
Boston, Massachusetts 02116
617-727-5700

TECHNICAL ASSISTANCE

. . . related to the development, organization and administration of reading programs in local educational agencies and appropriate non-profit private agencies and schools. Technical assistance activities provided under this subparagraph must include:

(i) Follow-up technical assistance, upon request, to training program participants related to the specific areas in which training was offered, as described in subparagraph (2) of this paragraph;

(ii) The provision of ongoing technical assistance to use information on effective and validated reading programs, specific approaches to the teaching and learning of reading skills, and administrative and organizational processes; and

(iii) The provision of technical assistance activities related to innovative approaches, techniques, or other activities which have proved effective in that or in other States. [11] *[Section 162.61(b)(3) et al.]*

Technical Assistance is defined in the *State Right to Read Directors Handbook* as a strategy developed to overcome barriers to success noted in previous educational endeavors. SEA training programs were designed to provide LEA Right to Read Directors with a minimum program of preparation for conducting local reading improvement programs. In order to extend the training of local Right to Read Directors, States have employed diverse media and designs for the delivery of technical assistance services. Because of limited financial resources, all available means have been mobilized to provide additional training, consultation and materials to local agencies to help them plan and implement successful reading programs. The range of technical assistance strategies used by SEA's includes technical assistance teams, individual consultants, audio-visual packages, directories, detailed handbooks, workshops and numerous other techniques and resources.

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[11] *Federal Register*, p. B18.

STATE: **ILLINOIS**

TITLE OF PRACTICE: Right to Read Regional Workshops/Cooperating Consultant Program

DESCRIPTOR(S): Reading Workshops, Teacher Inservice Training, Education Service Delivery Systems, Technical Assistance, Reading Consultant Cadre.

TARGET AUDIENCE: Teachers, administrators, local Right to Read directors.

IMPLEMENTATION REQUIREMENTS: Training: Two day inservice workshops for cooperating consultants.

DESCRIPTION: During the 1977-1978 school year Right to Read, in cooperation with the Illinois Office of Education Program Service Team, implemented a decentralized technical assistance strategy in the five regions of the State. Workshops were coordinated by Program Service Team Consultants assigned to work with Right to Read in each of the five service regions. The training programs were designed to provide information and updates on innovative approaches and techniques. In addition to Right to Read directors, other educators, parents and interested citizens were invited to the supplementary workshops.

The Cooperating Consultant Program adds another dimension to the regional technical assistance strategy. Illinois Right to Read identifies teachers and administrators, presently working in schools, who can provide reading consultant services in response to requests received by Program Service Team Consultants in their region. The cooperating consultants are selected on the basis of demonstrated knowledge in reading education, and are required to participate in a two-day inservice program. There are currently 35 of these cooperating consultants.

RESULTS/ EVALUATION: Approximately 85% of the response forms filled out by participants in regional workshops were very favorable.

CONTACT: Illinois Office of Education
Springfield, Illinois 62777
Telephone: 217/782-2221

STATE: **MARYLAND**

TITLE OF PRACTICE: State Technical Assistance Resource (STAR) Project

DESCRIPTOR(S): Basic Skills, Staff Improvement, Remedial Instruction, Diagnostic Teaching, Teaching Methods.

TARGET AUDIENCE: Local education agency administrators, schools with lowest accountability testing program scores, reading directors, teachers.

IMPLEMENTATION REQUIREMENTS:

Materials: *STAR Handbook* and a three volume report on the evaluation of Project STAR are available.

Training: Focus workshops - 3 day retreat workshops conducted by State project team for staff from all participant schools.

Inservice workshops - one-day sessions conducted upon request for staff from individual schools.

DESCRIPTION:

The State Technical Assistance Resource (STAR) Project was initiated in July, 1978 to "improve basic skills in ten schools in the State which scored the lowest in the accountability testing program". The *STAR Handbook*, which consists of six sections, is a resource document that provides an overall view of the program as well as delineating responsibilities, procedures, information, and management directives.

In addition to the overall purpose of helping schools improve acievement scores, the project works to achieve the following purposes:

- provide participant LEA's with a process model which will enable them to assess and improve other reading programs;
- assist local education agency in the use of the *Standards for Successful Reading Programs* to assess their current reading programs;
- assist local education agencies in developing action plans for improving selected schools' reading programs;
- identify and provide technical assistance staff to help with the implementation of action plans;
- support designated schools as they achieve each Standard; and
- conduct research which documents the process used for making changes in the reading program.

An important component of this program is the training of trainers concept. Workshop topics are based upon training priorities identified through the needs assessment conducted in all the Project STAR schools.

CONTACT:

State Department of Education
International Tower Building
P. O. Box 8717, BWI Airport
Baltimore, Maryland 21240
Telephone: 301/796-8300

STATE: **MICHIGAN**

TITLE OF PRACTICE: Signs and Directions

DESCRIPTOR(S): SEA Technical Assistance Program, Reading Inservice Training Program, Supplementary Training for Right to Read Directors.

IMPLEMENTATION REQUIREMENTS: Materials: *Signs and Directions*

Training: Twenty-four days initial Right to Read training. Nine days of follow-up training conducted in three-day segments.

DESCRIPTION: The Michigan Right to Read Office has initiated an effort to provide systematic follow-up training in the form of technical assistance targeted to districts that have previously been involved in the full 24-day Right to Read training offered during the first three years of the program. The 9 days of follow-up training, conducted in 3-day segments in central locations throughout the State, were designed to assist Right to Read personnel in re-examining the reading plans of their districts in order to better formulate complementary reading plans for the 1977-1978 school year.

Signs and Directions includes Right to Read plans for the reading programs implemented during the 1977-1978 school year in the 136 local and four intermediate districts of Michigan. Although these plans include many different kinds of reading improvement approaches, ranging from implementation of a management by objective system in reading to motivational programs, the majority of them focus on inservice activities for staff, especially in content area reading.

CONTACT: State Department of Education
Lansing, Michigan 48909
Telephone: 517/373-3354

OTHER STATE SUBMISSIONS:

CALIFORNIA

State Department of Education
Sacramento, California 95814
916/445-4338

DISTRICT OF COLUMBIA

Public Schools of the District of Columbia
415 12th Street, NW
Washington, DC 20004

FLORIDA

Department of Education
Tallahassee, Florida 32304
904/487-1785

PENNSYLVANIA

State Department of Education
Harrisburg, Pennsylvania 17126
717/787-5820

SOUTH DAKOTA

State Office Building, Rm. 3
Pierre, South Dakota 57501
605/773-3139

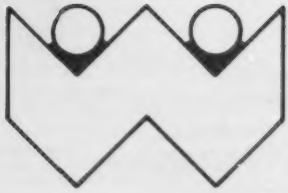
TEXAS

Texas Education Agency
Austin, Texas 78701
512/475-3271

SECTION II:

Analysis of State of Excellence

Criteria of Excellence Sample



SECTION II:

- **AN ANALYSIS OF STATE CRITERIA OF EXCELLENCE**

- **A TYPICAL STATE CRITERIA OF EXCELLENCE**

Preparation of this section of the report involved two major thrusts. The first required the systematic analysis of forty-seven (47) examples of State Leadership and Training Program Criteria of Excellence provided to IBS by the Right to Read Office. The analysis entailed extensive examination and comparison of the characteristics and content of those documents. The resulting observations concerning the use and institutionalization of the standards have been incorporated into the brief paper which follows.

The second trust involved selection of a "typical" Criteria of Excellence. The forty-seven (47) examples were assessed using the critical elements identified in the analysis. Study of the characteristic features of design and content resulted in the selection of one State's Criteria as being typically representative. The example clearly illustrates design and content features of the majority of the Criteria samples analyzed by IBS. It covers fifteen key programmatic elements which appear most frequently among the 47 Criteria of Excellence. The reproduction of the "typical" Criteria in the latter portion of this chapter does not infer exemplary status. For this reason names of the State, State Education Agency and individuals have been purposely deleted from the document.

ANALYSIS OF STATE

CRITERIA OF EXCELLENCE

One of the mandated responsibilities of the State Leadership and Training Programs (SLTP's) is to develop a Standard of Excellence "defining the elements which ought to be involved in successful reading programs in the State."[2] The rules and regulations further specify that the standard should be developed with the advice of the advisory council, and it should be used in SLTP training activities and as a measurement instrument for ongoing, Statewide needs assessment.

There are many theories but virtually no consensus about what consitutes excellence in education generally, and in reading programs specifically. SLTP's have responded to this situation by working with constituent groups to identify essential preconditions and ideal characteristics of excellent reading programs in their States. The standard, which is most commonly referred to as "Criteria of Excellence," serves to shape the sourse of reading improvement in a State by focusing upon systemic, organizational and management interventions which can increase the effectiveness and productivity of reading instruction.

Following is an analysis of forty-seven (47) examples of Criteria of Excellence. In conducting this study, IBS examined the contextual and structural features of the samples, as well as available information on the development and utilization strategies employed by SLTP's. The resulting summary of the similarities and differences provides, comparative information which may be useful to State Departments of Education and future-funded SLTP's in gauging current leadership activities and planning initiatives.

ORGANIZATION AND CONTENT

The same basic structural design was used in all but a few of the forty-seven (47) Criteria of Excellence publications submitted by the States. The majority of the Criteria were not presented as static guidelines but rather as process guides for school districts to use in conducting needs assessments, program planning, and evaluation.

A typical model is presented in the second part of this section. In addition to the introductory and explanatory material, the sample Criteria of Excellence consisted of major topical units or components which included a number of criterion statements, each followed by a series of indicators. A weighting or ranking system was generally provided to enable users to quantitatively assess the extent of achievement or non-achievement of a given criterion. Forms were frequently provided at the end of each component or at the end of the publication for converting unit scores into composite diagnostic profiles which could be used to identify systemic and programmatic needs. Some of the samples exceeded one-hundred pages in length and required exhaustive studies of existing reading programs, while others were designed to permit more time-efficient and manageable studies. The most concise version, which was submitted by Ohio, consisted of only two (2) pages.

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[2] Federal Register (Vol. 41, No. 103, May 26, 1976), Subpart F, Sec. 162.61(c)(4).

A number of States created interesting variations of the typical format, for example:

- Certain States' Criteria of Excellence, such as California's, present guidelines or models for program planning based upon the prescribed applications of the Criteria.
- The Georgia Criteria present recommendations for documentation and an implementation guide to facilitate validation of local reading programs.
- Alaska has produced separate Criteria of Excellence for elementary and secondary schools and developed criteria for other basic skills areas in addition to reading.

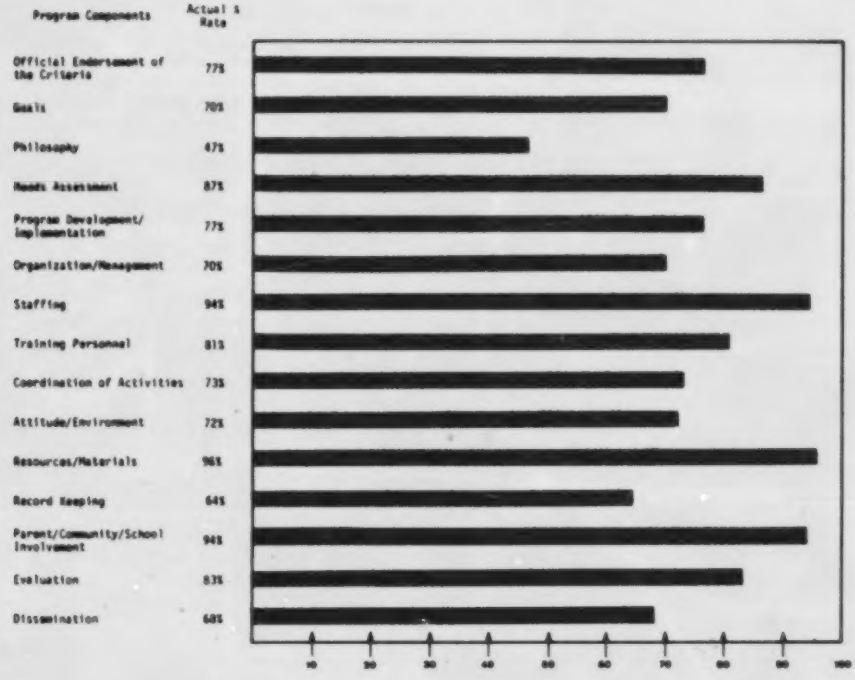
In addition to the striking structural similarities of the Criteria, IBS noted that certain topics and components were included in nearly all of the examples. Although the titles varied slightly, there was an evident consistency in the essential elements of reading programs which were selected as Criteria of Excellence by the SLTP's. IBS identified fifteen (15) topics or components that were common to a large number of the samples:

1. Official Endorsement of the Criteria
2. Goals
3. Philosophy
4. Needs Assessment
5. Program Development/Implementation
6. Organization/Management
7. Staffing
8. Training Personnel
9. Coordination of Activities
10. Attitude/Environment
11. Resources/Materials
12. Record Keeping
13. Parent/Community/School Involvement
14. Evaluation
15. Dissemination

The exhibit on the following page presents the frequency rate for each of these recurrent components. A number of interesting observations can be made about the distribution of percentages. First, it should be noted that notably high correlations exist for all but one of the components. Most of the documents reviewed did not acknowledge the philosophical, theoretical, or experiential foundations upon which they were based. Nor did they address the overall validity of the Criteria.

On the other hand, the high correlations of certain components, such as needs assessment, staffing, and parent-community-school involvement, suggest that the majority of the SLTP's feel that these program elements have major implications for efforts to improve local reading programs and are, therefore, fundamental considerations in assessing and planning such programs. Many of the fifteen (15) components double as action steps in a generic planning process for establishing local reading projects. This reaffirms the emphasis that the States have placed upon systematic program planning for reading improvement. It is interesting to note that many of the action steps also closely parallel the change process which was an endorsed contingent of the National Right to Read Strategy.

FREQUENCY RATE OF COMPONENTS FOUND IN
CRITERIA FOR EXCELLENCE DEVELOPED BY RIGHT TO READ
STATE, ISLANDS AND THE DISTRICT OF COLUMBIA



DEVELOPMENT

Our analysis of the forty-seven (47) sample Criteria of Excellence included the review of any available documentation of the various developmental processes executed by the States. Information in this area was sparse, but it was possible to make a number of observations regarding the origins of the Criteria.

It was evident that all were produced in response to the National Right to Read mandate. All examples resulted from the efforts of more than one person and, consequently, were presumed to represent the consensus of the developers. There was evidence only in one situation that an extensive survey of users was undertaken. Twenty-four (24) of the forty-seven (47) documents examined showed no indication that they had conformed to the SLTP regulation specifying that the State Advisory Council be involved in the development of the Criteria. A variety of other groups were identified as contributors to and authors of the Criteria including:

- Right to Read Needs Assessment Committees
- State Education Agency Task Forces
- State Boards of Education
- Consortium of Right to Read States
- State Reading Associations
- Special Task Forces
- State Departments of Education
- Consultants

A significant portion (77%) of the samples included some form of endorsement by a State education official which implies that the Criteria were subjected to an internal review and approval process. There was no indication that the Criteria were field tested or piloted in the schools of any of the States or that formal hearings were conducted prior to their approval and final distribution.

IMPLEMENTATION/UTILIZATION

The prevailing assumption is that the Criteria of Excellence are being used in the schools and that positive change has, indeed, resulted. The reality is that little if anything is known about the actual utilization and impact of the Criteria of Excellence. IBS found very meager evidence of implementation or evaluation of the Criteria within the forty-seven (47) State samples. It appeared that in many cases the documents were mailed to local officials with no specified requirement for acknowledgement or follow-through. This type of dissemination practice implies that in such cases the development and distribution of the Criteria of Excellence may have been viewed as perfunctory activities only aimed at satisfying the Federal funding regulations for State Leadership and Training Programs. Also, such mailings were limited in scope and did not ensure that individuals who were directly responsible for reading programs would have access to the Criteria. The limitations of human and financial resources perhaps precluded the establishment of active implementation programs in many States; however, such practices required local education agencies to shoulder the entire burden of implementation and did not demonstrate a strong, positive commitment on the part of State education agencies. Under these circumstances, effective use of the Criteria would not likely be achieved.

IBS found no evidence that any of the forty-seven (47) subject State Leadership and Training Programs planned to evaluate the effectiveness of the Criteria of Excellence and their impact on reading achievement in the schools. Research of such scope, technical complexity,

and duration would prove very costly and time consuming, rendering it an unrealistic venture for the majority of the Right to Read States. It appears that in most cases alternative, informal assessments also were not attempted. Arizona urged that the Criteria be administered once a year for both needs assessment and program evaluation, and requested that schools forward a copy of the results to the State Right to Read Office. Additional materials submitted by many of the States contained references to the Criteria and indicated that they were being used in training programs for local school district personnel as specified by the law. Explicit "prescriptions" for use of the Criteria and the applications of their pre- and post-implementation findings were provided by many States. Some of these are:

- Planning new or improved reading programs
- Determining staff development needs
- Gauging progress against criteria "benchmarks"
- Developing short and long term goals
- Identifying and validating exemplary reading programs
- Reallocating resources for reading improvement
- Providing the State Department of Education with a comprehensive survey of how reading programs are managed and an ongoing assessment of reading instruction in the State

In some cases, the Criteria were given added dimensions and features to increase their independent utilization potential and relevancy to local reading programs. Examples are:

- Georgia - focuses on State and National validation of reading programs
- Pennsylvania - amplifies the State's *Comprehensive Plan for Reading/Communication Arts Programs.*
- South Dakota - includes a complete, color-keyed process implementation package.
- California - provides a "school approach" model for planning, implementing, evaluating, and managing reading programs.
- New England Consortium - provides a monograph series for their five goals of good reading programs.
- Alaska - also focuses on validation and provides companion criteria for other content areas.
- Alabama - includes guidelines for the training and use of tutors.
- Maryland - presents a series of post-implementation questions to enable schools to assess implementation validity and effectiveness.

INSTITUTIONALIZATION

One of the critical stages in any change process in institutionalization. When institutionalization is achieved activities and interventions no longer exist as adjuncts to an established system, but rather become integrated parts of an ongoing educational program. Such a process of assimiliation and integration is achieved over time through careful planning, evaluation and reevaluation.

The extent to which the Criteria of Excellence have been adopted and integrated into the reading programs of local school systems could not be determined. Of the forty-seven (47) submissions examined, only three (3) States, Delaware, Wisconsin, and Georgia, demonstrated an attempt at mandatory implementation. While implementation of the Criteria was voluntary

in the majority of the States, different actions taken clearly indicate that implementation in many States was not totally optional. In several States the Criteria were introduced as authorized requirements for local programs, not as suggestions, in which case administrators would be influenced to view them more seriously. A number of States such as Maryland and Pennsylvania established clear linkages between their Criteria and their comprehensive reading plans. Through the use of these as well as other implementation strategies discussed in the previous section, a number of States, although a noticeable minority, attempted to make the Criteria of Excellence useful and meaningful tools for building better reading programs.

MATRIX

The matrix presented in the following pages presents the conclusions drawn from IBS' analysis of the forty-seven Criteria of Excellence. The systematic analysis conducted by IBS involved careful review of each example and the categorization of each Criteria's constituent elements. This procedure at times required the authors of the report to make subjective judgements and inferences about the nature of the topics and activities described in the documents being reviewed. It should be understood by the reader that, in many cases, "force fit" interpretations and decisions were required. The authors' conclusions are summarized in the matrix for purposes of comparative study of the materials, and are not intended to represent the views and opinions of the States identified or of the Federal Government.

PROGRAM COMPONENTS / STATES	GOALS	STAFF DEVELOPMENT	PHILOSOPHY	RESOURCE/MATERIALS	RECORD KEEPING	ATTITUDE ENVIRONMENT	ORGANIZATION/ MANAGEMENT	PROGRAM DEVELOPMENT IMPLEMENTATION	COORDINATION OF ACTIVITIES	EVALUATION	PARENT/COMMUNITY STUDENT INVOLVEMENT	TRAINING PERSONNEL	POSITION STATEMENT ON LITERACY	DISSEMINATION	NEEDS ASSESSMENT
ALABAMA	●	●		●	●				●	●	●	●	●	●	●
ALASKA	●	●		●						●	●	●			●
ARIZONA	●	●				●		●	●		●		●		●
ARKANSAS	●	●		●	●	●		●	●	●	●	●	●	●	
CALIFORNIA	●	●	●	●		●		●	●	●	●	●	●	●	●
COLORADO	●	●	●	●	●	●		●	●	●	●	●		●	●
DELAWARE	●	●	●	●	●	●		●	●	●	●	●	●		●
DISTRICT OF COLUMBIA	●	●	●	●	●	●	●	●		●	●	●	●	●	●

PROGRAM COMPONENTS / STATES	GOALS	STAFF DEVELOPMENT	PHILOSOPHY	RESOURCE/MATERIALS	RECORD KEEPING	ATTITUDE ENVIRONMENT	ORGANIZATION/ MANAGEMENT	PROGRAM DEVELOPMENT IMPLEMENTATION	COORDINATION OF ACTIVITIES	EVALUATION	PARENT/COMMUNITY STUDENT INVOLVEMENT	TRAINING PERSONNEL	POSITION STATEMENT ON LITERACY	DISSEMINATION	NEEDS ASSESSMENT
FLORIDA		●		●			●	●			●	●	●		●
GEORGIA	●	●	●	●	●		●	●			●	●	●		●
ILLINOIS	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
INDIANA		●		●		●	●			●	●	●		●	●
IOWA		●		●			●	●		●	●				●
KANSAS	●	●		●	●	●	●	●	●	●	●	●	●	●	●
KENTUCKY	●	●		●	●	●	●	●	●		●		●		●
MAINE		●		●		●	●	●	●	●	●	●	●	●	●

PROGRAM COMPONENTS / STATES	GOALS	STAFF DEVELOPMENT	PHILOSOPHY	RESOURCE/MATERIALS	RECORD KEEPING	ATTITUDE ENVIRONMENT	ORGANIZATION/ MANAGEMENT	PROGRAM DEVELOPMENT IMPLEMENTATION	COORDINATION OF ACTIVITIES	EVALUATION	PARENT/COMMUNITY STUDENT INVOLVEMENT	TRAINING PERSONNEL	POSITION STATEMENT ON LITERACY	DISSEMINATION	NEEDS ASSESSMENT
MARYLAND	●			●			●	●				●	●		●
MICHIGAN	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
MINNESOTA		●		●	●		●	●	●				●		
MISSISSIPPI		●		●		●		●	●		●	●	●		●
MISSOURI	●			●		●			●	●	●	●			●
MONTANA	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
NEBRASKA		●	●	●		●	●	●		●	●		●		
NEVADA	●	●	●	●	●	●	●		●	●	●		●	●	●

PROGRAM COMPONENTS / STATES	GOALS	STAFF DEVELOPMENT	PHILOSOPHY	RESOURCE/MATERIALS	RECORD KEEPING	ATTITUDE ENVIRONMENT	ORGANIZATION/ MANAGEMENT	PROGRAM DEVELOPMENT IMPLEMENTATION	COORDINATION OF ACTIVITIES	EVALUATION	PARENT/COMMUNITY STUDENT INVOLVEMENT	TRAINING PERSONNEL	POSITION STATEMENT ON LITERACY	DISSEMINATION	NEEDS ASSESSMENT
NEW ENGLAND CONSORTIUM		●		●		●	●	●	●	●	●	●	●	●	●
NEW JERSEY		●		●	●				●	●	●	●		●	●
NEW MEXICO	●	●	●		●				●	●	●		●	●	●
NEW YORK	●	●	●	●	●					●			●	●	●
NORTH CAROLINA		●		●		●	●	●		●	●			●	●
NORTH DAKOTA	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
OHIO	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
OREGON	●	●		●	●	●			●	●	●	●			

PROGRAM COMPONENTS / STATES	GOALS	STAFF DEVELOPMENT	PHILOSOPHY	RESOURCE/MATERIALS	RECORD KEEPING	ATTITUDE ENVIRONMENT	ORGANIZATION/ MANAGEMENT	PROGRAM DEVELOPMENT IMPLEMENTATION	COORDINATION OF ACTIVITIES	EVALUATION	PARENT/COMMUNITY STUDENT INVOLVEMENT	TRAINING PERSONNEL	POSITION STATEMENT ON LITERACY	DISSEMINATION	NEEDS ASSESSMENT
PENNSYLVANIA	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SOUTH CAROLINA	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
SOUTH DAKOTA	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
TENNESSEE	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
TEXAS	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
UTAH	●	●	●	●	●	●	●	●	●	●	●	●		●	●
VIRGINIA	●	●		●	●	●	●	●	●	●	●	●	●	●	●
WASHINGTON				●	●				●		●	●			●

PROGRAM COMPONENTS / STATES	GOALS	STAFF DEVELOPMENT	PHILOSOPHY	RESOURCE/MATERIALS	RECORD KEEPING	ATTITUDE ENVIRONMENT	ORGANIZATION/ MANAGEMENT	PROGRAM DEVELOPMENT IMPLEMENTATION	COORDINATION OF ACTIVITIES	EVALUATION	PARENT/COMMUNITY STUDENT INVOLVEMENT	TRAINING PERSONNEL	POSITION STATEMENT ON LITERACY	DISSEMINATION	NEEDS ASSESSMENT
WEST VIRGINIA	●	●	●	●	●		●	●	●	●	●	●	●	●	●
WISCONSIN	●	●	●	●	●		●	●		●	●	●	●	●	
WYOMING	●	●		●	●	●	●	●	●	●	●	●	●	●	●

SUMMARY

The effort that IBS has been able to make within the scope of this contract in analyzing the SLTP Criteria of Excellence has been severely limited by the quantity and the quality of the information provided to us. The resulting analysis has not been sufficient to determine the overall impact of the Criteria and their lasting effects on reading programs. To what degree implementation efforts will be continued under the Basic Skills Improvement Program can not be determined; however, it is possible to constructively utilize many of the observations reported here to improve communication, monitoring, technical assistance, evaluation, and other support systems to promote more effective use and institutionalization of the Criteria.

RECOMMENDATIONS

1. Criteria of Exellence should be evaluable, unified and coherent and should clearly demonstrate that they are based upon valid theory, research and practice in education and basic skills improvement.

2. A manageable measurement design should be developed which will enable users to convert assessment findings and numerical scores into meaningful information which can be used for decision-making.

3. Whenever possible, direct instruction on the proper use of the Criteria should be provided. Training and technical assistance programs, as well as audio-visual methods should be considered for this purpose.

4. Monitoring of implementation of the Criteria of Excellence is necessary. Return mail requests, random selection surveys or existing mandatory annual school reports could serve as vehicles for data collection on the status of implementation.

5. State Leadership and Training Program plans should include strategies for impact assessment, formal or informal evaluation, and institutionalization of their Criteria of Excellence.

CRITERIA OF EXCELLENCE

FOR

LITERACY PROGRAMS IN (STATE)

STATE BOARD OF EDUCATION

STATE SUPERINTENDENT OF EDUCATION

(NAME)

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A TYPICAL STATE CRITERIA OF EXCELLENCE

FOREWORD

In 1975 the State Board of Education adopted the goal of "Improving Reading and Literacy." This goal is based on the belief that every school system should assure its community that students are prepared to leave the schools with the ability to read and communicate effectively. Every community should provide programs to assure every citizen's right to read.

In order to enhance the opportunities of the citizens of the State to achieve this goal, the (SEA)* established a Right to Read Advisory Council. One of the major priorities of this committee has been the development of Criteria of Excellence for Literacy Programs.

The publication lists the elements essential to a well-planned, comprehensive literacy program. The document is to be used by local education agencies and the community in working toward the improvement of their literacy programs. Because conditions vary in every school system and community, how the criteria are used should be determined on the basis of local conditions, needs, and capabilities.

Grateful acknowledgement is given to the many educators and community leaders who field-tested this document.

The State Right to Read Advisory Council and the (SEA) offer Criteria of Excellence for Literacy Programs as useful tools toward enhancing literacy opportunities in our State.

State Superintendent of Education
(NAME)

*General terms which appear in parentheses, such as (SEA), (STATE) or (NAME) indicate that specific references have been deleted.

LITERACY

What is Literacy?

"Literacy" is determined by the interrelationship of many abilities, including reading, writing, speaking, listening, viewing and thinking. The goal of the National Right to Read Effort is the elimination of illiteracy. The program is based on the premise that, given the opportunity to participate in an effective individualized process, and using multiple approaches in method, adults and children can become literate.

Literacy in America

A 1970 survey by Louis Harris and Associates identified 18 million adults as having less than adequate reading skills. A later study by Harris (1971) identified an equally large number of illiterates: it was estimated that more than 15 million adults would have serious problems responding correctly to the printed word in real-life situations. The Adult Performance Level (APL) Project (1975) reported that more than 35 million adults read with some difficulty and an additional 39 million read with considerable difficulty. The National Center for Health Statistics (Vogt, 1973) found that more than 1 million noninstitutionalized youths 12 to 17 years old in the United States cannot read at the beginning fourth grade level.[1]

Problems of Providing Literacy Opportunities

Both the amount of funding at the national, state and local level and the policies and procedures that guide the utilization of these funds affect literacy development. The quality of materials available for literacy learning, the types of literacy programs that can be provided from the preschool through the adult level, and pupil-teacher ratio as determined by class size are all affected by funding. In addition, the style and quality of teaching directly affect student achievement. Other factors relate to the individual differences of children in such areas as cultural and language background; physical, mental, and physiological development; intellectual stimulation from the home and environment; and emotional development.

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[1] Fisher, Donald L., *Functional Literacy and the Schools*. Washington, DC: National Institute of Education, January, 1978, pp. 1-2.

PHILOSOPHY

The basic philosophical assumptions underlying Right to Read are:

Every individual in a democratic society must have the opportunity to develop literacy proficiencies to the limits of his/her potential and desire.

Each individual is unique, with his/her own rate of growth and development.

Literacy is an integral aspect of learning, and instruction in literacy must be a continuous process.

Each teacher must recognize the role of literacy in his/her field and provide needed assistance.

It is the responsibility of each community to develop a local program that meets the literacy needs of its population, from the preschool through the adult level.

Every community in (STATE) has different literacy needs and resources that can be used to meet those needs. The impetus to improve opportunities to develop literacy proficiency among the entire local population should come from within the community rather than being mandated from without.

A well-planned and implemented literacy program would ultimately result in the development of a social consciousness about the importance of literacy in day-to-day living. The traditions and values of a community should emphasize literacy in order to provide the broadest possible life experiences for all segments of the population. The entire community should be willing to work together with the goal of developing a community literacy ethic.

CRITERIA RATIONALE

The attached Criteria describe the qualities that a community-wide literacy program might have. Such a program would be planned and implemented as a result of the cooperative efforts of many community members. Existing formal and informal educational efforts from the preschool through the adult level would be coordinated, eliminating duplication and closing gaps in services.

These Criteria may be used by local education agencies and community members in one of three ways:

1. Planning a Literacy Program

   The Criteria of Excellence can be used as a checklist of items to be considered in defining, planning and implementing a coordinated community literacy effort when one does not presently exist.

2. Evaluating a Functioning Literacy Program

   Schools which already have a number of existing literacy-related services provided for the public may want to use the Criteria of Excellence to measure the effectiveness of such programs. [Please note: this instrument is for internal evaluation only and should not be returned to the (STATE) Office of Education.]

3. Identifying Exemplary Literacy Programs

   An exemplary community literacy effort may not encompass all of the Criteria, although each of the general areas should be addressed. The Criteria of Excellence may be used as a bench mark against which existing services can be measured.

The Criteria of Excellence were developed by a Task Force of the (SEA) Right to Read Advisory Council. They represent the combined thinking of the Task Force members in conjunction with ideas which were contributed by many educators throughout the State. The Criteria do not endorse any one teaching method or curricular approach.

Below are the broad categories into which the Criteria of Excellence have been divided:

A. LEADERSHIP
B. COMMUNITY INVOLVEMENT
C. PROGRAM ORGANIZATION
D. MATERIALS AND METHODS
E. THE TEACHER

USING THE RATING SCALE

The first step in rating a reading program against the Criteria of Excellence is a self-study, using the rating scales provided in the instrument. The complete instrument is provided in the section following this page.

Each criterion includes its own set of "indicators" which should measure the degree to which each of these standards is being met. The scales following each indicator are rated from 1 to 5. The key is printed below:

1 means NOT STARTED

2 means SOME PROGRESS

3 means SIGNIFICANT PROGRESS

4 means ALMOST ACHIEVED

5 means ACHIEVED

In using the Criteria of Excellence as a measuring tool, do the following: for each set of indicators under a single criterion, use different colors to circle where your program stands at three points in time- -1) first review; 2) interim review; and 3) final review.

A profile can be drawn by connecting the circles with straight lines. The result is a visual picture of how your program is progressing in reading.

It is essential to understand that the value is not in the score achieved, but in the use of the criteria as a means of studying the total reading program to determine strategies for improvement.

(STATE) RIGHT TO READ

CRITERIA OF EXCELLENCE FOR LITERACY PROGRAMS

Circle One

I. LEADERSHIP

A. The Board of Education or other administering bodies proclaim publicly that the development of literacy in the entire community population is a priority of local education institutions.

1. The administering body has publicly announced that literacy is a priority in the community. 1 2 3 4 5

2. Local leadership has been shown through budgetary appropriations. 1 2 3 4 5

3. Local leadership has been shown through parental education programs. 1 2 3 4 5

4. Local leadership has been interpreted through revised curricular approaches. 1 2 3 4 5

B. The program director is a qualified educator in the community who has the backing of educational leaders to coordinate a community-wide literacy effort.

1. The program director has attended a Right to Read training program. 1 2 3 4 5

2. The program director has an educational reading background. 1 2 3 4 5

3. The program director has been allocated sufficient time for developing a program of literacy services. 1 2 3 4 5

4. The program director has been allocated sufficient resources for developing a program of literacy services. 1 2 3 4 5

C. Consultative services are available to aid in the development of a local literacy program.

1. The program facility has consulted with Educational Specialists from the (STATE) Office of Education. 1 2 3 4 5

2. The local program director is aware of or has utilized consultative services of other educational agencies. 1 2 3 4 5

3. State and national publications on Right to Read have been used by the local literacy program sponsoring agency. 1 2 3 4 5

D. Teachers and administrators work together in developing and implementing a sound literacy program.

1. An inventory has been taken of the talent pool that exists among the administrators and faculty of the local Right to Read agency. 1 2 3 4 5

2. The expertise available has been incorporated in the local literacy program. 1 2 3 4 5

3. Ideas from faculty members have been included in developing the literacy program. 1 2 3 4 5

4. Faculty members have been encouraged to try new approaches to teaching literacy skills and motivating students to read. 1 2 3 4 5

E. Adequate resources are used to support a dynamic literacy effort.

1. Volunteers have contributed their talents to supplement the work of the professional and paraprofessional staff. 1 2 3 4 5

2. Non-school community facilities for use as classrooms have been incorporated in the program planning. 1 2 3 4 5

3. The literacy program has used and distributed print and non-print materials from libraries, government agencies, community organizations and business. 1 2 3 4 5

4. Federal and State dollars designated for use in literacy-related programs have been coordinated with monies appropriated locally. 1 2 3 4 5

F. Educators provide a continuing information program to help the population better understand how literacy proficiencies can be developed.

1. Educators have provided the local population information and understanding of how people acquire literacy skills. 1 2 3 4 5

2. The above information has been supplied through a series of newsletters, brochures, lectures, informal discussions and programs, or articles in the mass media. 1 2 3 4 5

II. COMMUNITY INVOLVEMENT

A. A local advisory council has been established to foster and support a community-wide literacy program. 1 2 3 4 5

1. The Advisory Council consists of representatives from all segments of the community. 1 2 3 4 5

2. The Council has helped the leaders of the programs become aware of the community's environment and attitudes. 1 2 3 4 5

3. The Council has coordinated efforts among formal and informal educational programs. 1 2 3 4 5

4. The Council has worked toward eliminating duplication of services. 1 2 3 4 5

5. The Council has led the effort to develop support for a literacy program. 1 2 3 4 5

6. The Council has used a variety of public relations activities and information dissemination programs. 1 2 3 4 5

B. The Advisory Council is involved in assessing, planning, implementing and evaluating the Community Literacy Program.

1. Long- and short-range plans have been made for community involvement. 1 2 3 4 5

2. A thorough inventory of existing literacy needs and community resources has been conducted. 1 2 3 4 5

3. A strategy has been developed to coordinate existing programs at all levels. 1 2 3 4 5

4. A strategy has been developed to create new programs to fill in existing gaps. 1 2 3 4 5

5. Provisions for continuous monitoring and evaluation of the program exist. 1 2 3 4 5

6. A plan has been made for revision where necessary. 1 2 3 4 5

7. The plans have been the result of a cooperative effort between community institutions and the local Advisory Council. 1 2 3 4 5

8. Resource people from Federal and State departments of education, universities, and other agencies have been involved in the planning. 1 2 3 4 5

C. A broad spectrum of opportunities to communicate in all of the domains of literacy is available throughout the community.

1. Convenient opportunities have been provided for people to read, view, and listen. 1 2 3 4 5

2. School, public, and special libraries have supported the literacy effort. 1 2 3 4 5

3. These institutions have offered special programs and services for specific population segments. 1 2 3 4 5

4. A variety of materials and media have been provided in other locations, such as: 1 2 3 4 5

   a) Bus stations
   b) Train stations
   c) Airports
   d) Doctors' waiting rooms
   e) Dentists' waiting rooms
   f) Shopping center rest areas
   g) Other

5. Special interest groups have been formed to study topics such as: 1 2 3 4 5

   a) Parenting
   b) Money management
   c) Movies
   d) Theatres

6. Other means of expanding literacy opportunities in the community have been provided, such as: 1 2 3 4 5

   a) Programs on mass media
   b) Story hours
   c) Media fairs

D. Information about the Literacy Program is disseminated throughout the community.

1. Lay citizens in the community have received current information about the developmental progress of the literacy program. 1 2 3 4 5

2. Mass media has been used to report to the general public. 1 2 3 4 5

3. Newsletters, brochures, and presentations at meetings have been used to disseminate information. 1 2 3 4 5

E. Parents, students, and adults are involved in reinforcing literacy proficiency in the education programs.

1. Literacy efforts have been supported through a volunteer program involving: 1 2 3 4 5

   a) Students
   b) Parents
   c) Senior citizens
   d) Retired school teachers
   e) Others

2. Volunteers or paraprofessionals have contributed to the literacy program by: 1 2 3 4 5

   a) Helping in a media program
   b) Conducting story hours
   c) Producing instructional material

F. All of the educational programs in the community work together to provide the best services for the most people.

1. A spirit of sharing and cooperation exists. 1 2 3 4 5

2. Continuous dialogue and communication have taken place. 1 2 3 4 5

3. An organized system of committees, panels, interest groups and/or task forces made up of lay citizens and educators has been used to bring about articulation. 1 2 3 4 5

4. Cooperation has eliminated unnecessary duplication and provided additional educational opportunities. 1 2 3 4 5

5. An effort has been made to provide new and better services for every segment of the population where needed. 1 2 3 4 5

III. PROGRAM ORGANIZATION

A. There is articulation or coordination of curricular programs among all educational institutions in the community. 1 2 3 4 5

1. Preschool programs in the community are providing activities based on knowledge about each child's learning stages and development. 1 2 3 4 5

2. Progress made by students who attended a preschool is being reported to the receiving school in order to assure continuity of learning experiences. 1 2 3 4 5

3. The writing of a master plan for literacy development is written as a shared experience by representatives from all educational units in the district. 1 2 3 4 5

4. The curricular plan is flexible in order to accommodate individual growth and learning styles. 1 2 3 4 5

5. Adult literacy programs are being developed in co-operation with existing educational institutions. 1 2 3 4 5

6. Program articulation and coordination from preschool through the adult level are open and continuous. 1 2 3 4 5

B. The leaders of the educational program support the view that curriculum construction and revision is an ongoing process. 1 2 3 4 5

1. There is a plan for meeting the goals and objectives of curriculum development. 1 2 3 4 5

2. Curriculum development includes a plan for implementation. 1 2 3 4 5

3. Curriculum development includes ongoing evaluation and revision of the plan to meet the changing needs of the student population. 1 2 3 4 5

C. The content and objectives of a literacy program plan are based on a statement of philosophy. 1 2 3 4 5

1. A statement of philosophy does coherently explore beliefs that teachers, administrators, and students themselves have about students and learning. 1 2 3 4 5

2. The written philosophy is made avilable so that everyone in the community can see and read it. 1 2 3 4 5

3. The literacy program follows logically and consistently from the statement of philosophy. 1 2 3 4 5

4. The literacy program is constantly updated. 1 2 3 4 5

D. The Reading/Lanaguage Arts Programs are integrated, each component supporting all other components to form a unified literacy effort.

1. The reading language arts instruction is interrelated. 1 2 3 4 5

2. The interrelated Reading/Language Arts Program enables the student to perceive the reading, writing, listening, thinking, speaking, and visual skills as tools of communication. 1 2 3 4 5

E. The organization patterns in preschools, inschool (K-12) programs and adult centers meet the needs of all segments of the population.

1. A flexible strategy of classroom organization, allowing for large group, small group and individual instruction, is used to more effectively meet the unique needs of each learner. 1 2 3 4 5

2. Sub-populations, e.g., gifted, bilingual, handicapped, or slow learners, are mainstreamed in the literacy program. 1 2 3 4 5

F. The evaluation of individual student progress is continuous.

1. A variety of assessment/evaluation strategies are used to gain information regarding student feelings, attitudes, and values. 1 2 3 4 5

2. The Assessment/Evaluation Program includes strategies to gain information regarding student feelings, attitudes, and values. 1 2 3 4 5

3. Students are included in the evaluation process as self-evaluators. 1 2 3 4 5

4. The assessment/evaluation strategies are part of an on-going process. 1 2 3 4 5

G. The evaluation component of the total literacy program measures progress and describes the current status of literacy achievement in student population.

1. Program evaluation is ongoing and includes a variety of strategies and instruments. 1 2 3 4 5

2. The program evaluation includes an assessment of the variables affecting the development of the program, such as teacher characteristics, administrative styles, curriculum and instructional methods, and school and classroom climate. 1 2 3 4 5

IV. MATERIALS AND METHODS

A. The Standards for Educational Media Programs in (STATE) [published by the (SEA)] used as a guideline in planning the media center program of services.

1. The standards for media programs in (STATE) are being used to shape the learning environment. 1 2 3 4 5

2. The student's learning styles and interests are provided for in a challenging and dynamic way through the media of instruction. 1 2 3 4 5

3. A wide range of materials and equipment is being used to provide for individual needs and differences, contributing to the mastery of basic concepts and skills, fostering creativity and initiative. 1 2 3 4 5

4. The media center meets the standards for media programs; staff requirements; selection, accessibility, and organization of materials, resources, and facilities. 1 2 3 4 5

B. Instructional materials are carefully selected to support the curriculum and meet the needs, interests, and abilities of the student population.

1. A variety of print and nonprint materials are available and effectively convey or interpret the contents or concepts. 1 2 3 4 5

2. All textbook and instructional materials purchased or produced locally meet high standards of excellence. 1 2 3 4 5

3. Textbooks and media are appropriate to the instructional level of the students using them. 1 2 3 4 5

4. Materials which deal with current topics are up to date. 1 2 3 4 5

5. Media selection is a cooperative process, involving staff and students. 1 2 3 4 5

C. A variety of materials in classrooms, reading centers, and media centers accommodates individual learner interests and needs.

1. Varied opportunities to learn are provided by an adequate supply of: 1 2 3 4 5

   a) Books
   b) Study prints
   c) Audiotapes
   d) Records
   e) Models
   f) 16mm films
   g) 8mm film loops
   h) Slides
   i) Videotapes
   j) Transparencies

2. Provisions are made for the ongoing evaluation of present instructional materials. 1 2 3 4 5

3. A budget is provided for the purchase or production of new materials to be incorporated into the instructional program. 1 2 3 4 5

D. A library of carefully selected and frequently updated professional media is maintained.

1. A varied and up-to-date professional library is available for teachers, administrators, parents, and adults. 1 2 3 4 5

2. The professional library contains materials dealing with current trends, up-to-date research and alternative approaches to teaching. 1 2 3 4 5

3. The professional library includes: 1 2 3 4 5

   a) Books
   b) Periodicals
   c) Manuals
   d) Reports
   e) Curriculum Guides
   f) Videotapes
   g) Filmstrips
   h) Audiotapes
   i) 16mm films

4. The professional materials are available for resources and staff development activities accomplished individually or in groups. 1 2 3 4 5

V. THE TEACHER

A. There is an inservice education program in literacy provided for all staff.

1. A needs assessment in the literacy skills area has been implemented. 1 2 3 4 5

2. A continuous inservice program in literacy skills for practicing teachers has been implemented. 1 2 3 4 5

3. A continuous inservice program in literacy skills for practicing teachers has been implemented. 1 2 3 4 5

4. The reading program has been revised to respond to staff inservice. 1 2 3 4 5

5. A continuous inservice program has been provided for paraprofessional staff. 1 2 3 4 5

6. A school volunteer program has been initiated. 1 2 3 4 5

7. Pre- and inservice instruction has been provided for volunteers. 1 2 3 4 5

B. An incentive program for inservice education in reading is established. 1 2 3 4 5

1. When attending inservice programs in reading, staff are reimbursed for course tuition and materials. 1 2 3 4 5

2. Staff are given release time and reimbursement when attending professional conferences. 1 2 3 4 5

3. Staff are reimbursed for membership dues and fees in professional reading organizations. 1 2 3 4 5

4. College credit is awarded for district level inservice education programs. 1 2 3 4 5

5. Release time is provided for teachers during the school day to work with the reading coordinator or specialist to plan literacy-related classroom activities. 1 2 3 4 5

C. Each school system provides training to teachers in the content areas to develop competencies which will allow them to adjust instruction to the varying reading achievement levels of their students.

1. Teachers in the content areas are aware of reading needs of their students. 1 2 3 4 5

2. Teachers know the reading skills unique to their subject area. 1 2 3 4 5

3. Teachers adapt instruction to the needs of the students and the special demands of their content areas. 1 2 3 4 5

4. A program has been initiated for providing instruction in the teaching of reading to teachers in the content areas. 1 2 3 4 5

D. Provisions are made to measure teacher effectiveness in literacy.

1. Teachers are using an evaluative instrument to identify and describe teaching behaviors in literacy. 1 2 3 4 5

2. Teacher inservices are designed around information gained from an inventory of teacher effectiveness. 1 2 3 4 5

RIGHT TO READ STATE ADVISORY COUNCIL
(DATE)

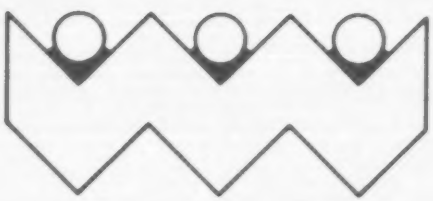
CONTRIBUTING MEMBERS OF THE (DATE) RIGHT TO READ COUNCIL

[NAMES OF COUNCIL MEMBERS WERE DELETED]

SECTION III:

What the State Leadership Program Accomplished in Ameri

A Report to Congress and the People from the State Right to Read Directors of America



SECTION III: WHAT THE STATE LEADERSHIP PROGRAM ACCOMPLISHED IN AMERICA:

A REPORT TO CONGRESS AND THE PEOPLE FROM THE STATE RIGHT TO READ DIRECTORS OF AMERICA

This report was prepared by Dr. Joseph Tremont, Director of the Massachusetts Right to Read Effort, in response to a request made by the President of the State Right to Read Directors of America, Jane Algozzine. She requested that Dr. Tremont convene a committee to draft a paper setting forth Right to Read's accomplishment, most particularly the accomplishments of the State Leadership and Training Program.

The report anticipated the new and broader thrust now embodied in the Basic Skills Improvement Program, and seeks to document some of the successes of Right to Read, so that those successes will not be lost in the design and development of the BSIP.

Dr. Tremont has canvassed each individual State and territory and put together a paper sufficiently comprehensive and documented to be usefully heard by Congressional ears attuned to matters of cost-effectiveness as well as of educational reform.

The Right to Read Directors in attendance at a March 1979 conference in Washington encouraged the concept of this paper, and urged the presentation of the concept at the May 1979 International Reading Association Convention in Atlanta. The affirmative response received at that meeting led Dr. Tremont to prepare and disseminate "Data Collection Sheets" to all State Directors, soliciting both quantitative and qualitative information under the headings of the ten objectives mandated by the National Right to Read Office and by Federal legislation.

What appears in this report, therefore, is a summary of the data which was returned to Dr. Tremont via those "Data Collection Sheets".

His paper is included in this document in order to provide another perspective on both the successes and shortfalls of the State Leadership and Training Effort, a perspective which is based on an effort to gather data from all State and territorial grant staffs, but also upon the vision and insights of one of our respected State Directors who has been outspoken in both his support and his criticism of the program over the past several years.

PART I:

AFFILIATING WITH THE NATIONAL RIGHT TO READ EFFORT

This part of the survey has four questions. The first documented each State's entrance into the National Right to Read Effort. The next three questions dealt with each State's achievement in enrolling school systems, teachers and students in this literacy endeavor.

Question One: *When did your State join Right to Read?*

In 1972 nine States had become formal affiliates of the National Right to Read Effort; by 1976 the last State had joined. The State Leadership Program did not begin until 1972 and was not incorporated into reading legislation until 1974. This explains the relatively slow beginning and then the rapidly growing momentum in the middle of the decade. Evidently, national statements of concern are not enough to get State education systems moving; one needs both law and energizing organization at the State level.

Question Two: *How many school systems in your State are formal affiliates?*

The forty-eight State responses indicated that, by 1978, 39% of the school systems in the continental U.S.A. were formal affiliates.

Question Three: *In your State, how many teachers were employed in school systems involved with Right to Read?*

Average of forty-nine States reporting: 48%
The size of this storehouse of potential influence is quite astonishing. If the locally trained Right to Read Directors did indeed initiate the Right to Read process in their respective school districts, it was possible for many, many teachers to hear and act upon Right to Read's message.

Question Four: *In your State what are the student enrollment figures in school districts affiliated with Right to Read?*

Forty-nine states responded. They reported that 50% of the students attended schools affiliated, through their local Right to Read director, with the program. These local directors had, we hoped, provided inservice training accessible to teachers of more than 50% of America's children. These are impressive figures on coverage and potential effectiveness. They are especially impressive if one recalls that this State Leadership Program was financially accomplished on slightly less than seven million dollars a year. In fact, only in the last three years of the porgram did the funding approach seven million dollars.

All of the foregoing can be reduced to four key facts:

- All fifty States joined the Right to Read Effort between 1972 and 1976.
- Approximately 39% of the school systems in these fifty States were formally affiliated.
- Approximately 48% of the teachers were employed by formally affiliated school systems.
- Approximately 50% of our students attended schools that were formal affiliates of Right to Read.

PART II:

TEN FEDERALLY MANDATED OBJECTIVES

The second part of the survey asked State Right to Read Directors to evaluate their compliance with the ten State leadership objectives contained in the Federal Regulations of 1974.

Objective One: *Establishing Criteria of Excellence*

In most States, determining standards for achieving an exemplary reading program was the work of a State Advisory Council. Forty-nine States reported on establishing a criteria of excellence. The results are contained below.*

- 47 reported success
- 2 reported failure
- 5 did not respond

Eighty-seven percent of the reporting States indicated success in using criteria of excellence as a guide for schools wishing to improve their reading programs. Two States found their original criteria of excellence too complex and are revising them.

Objective Two: *Developing a Statewide Needs Assessment*

Many of the states used public domain items from National Assessment of Education Progress (NAEP) so that regional comparisons are possible. Our 50 responses reported 48 successes. In the last six years, some States had done more than one State assessment; only two of our reporting States had done none.

- 48 reported success
- 2 reported failure
- 4 did not respond

Actually 89% of the reporting States indicated that the Needs Assessment helped diagnose strengths and weaknesses in their States. There was also some agreement that the results could be used when setting-up inservice training programs.

Objective Three: *Establishing Training Programs for Local Educational Agencies (local school systems or districts)*

This objective involved training the locally-designated Right to Read Director and sometimes other supervisors, administrators and classroom teachers as well. Fifty States responded affirmatively to this question.

*To avoid possible misunderstanding, the reader should be aware that three territories and the District of Columbia are included in this sample. Therefore, the highest potential number of responses will be 54 and not just 50.

Objective Three: *Establishing Training Program for Local Educational Agencies* (continued)

- 50 reported success
- 0 reported failure
- 4 did not respond

Ninety-three percent of reporting States indicated that the LEA training made administrators more knowledgeable about leadership in organizing a reading program and staff development in reading skills.

Objective Four: *Providing Technical Assistance*

In practice this objective is so close to Objective Three that many responding States made no distinction between them. Other State Directors gave one set of figures for formally affiliated Right to Read sites under Training Programs for local school districts and other figures for services to other than Right to Read sites under Technical Assistance. One way or another, all 49 respondents reported that they provided impressive amounts of technical assistance in reading in their States.

- 49 reported success
- 0 reported failure
- 5 did not respond

Ninety-one percent of the reporting States said that the Technical Assistance provided by Right to Read was one of the Program's greatest strengths. Comprehensive planning, reading in the content areas, mini-courses and district-wide workshops were found to be extremely valuable and practical.

Objective Five: *Establishing a Statewide Advisory Council*

This objective reflects the growing awareness these last ten years - in Washington and the country - that citizens and parents must be responsibly involved in public education. Professional educators need their help with problems that teachers, administrators and students face.

Eighty-five percent of the reporting States indicate that their Statewide Advisory Council provided leadership and cooperative effort for Right to Read programs. Three States said that their Council did not provide direction for the program nor help in its implementation.

Objective Six: *Establishing a Statewide Education Task Force*

Here for the first time failure was not exceptional. The figures below should warn us that if the forthcoming Basic Skills Movement considers mandating institutionalized collaboration and cooperation among all State and Federal employees in departments of education, this may not work. Cooperation is difficult to regulate when it cuts across established loyalties.

- 28 reported success
- 19 reported failure
- 7 did not respond

Objective Seven: *Certification of Reading Specialists*

A number of States found it difficult to answer this question. Many attached qualifying statements to their positive responses, which may therefore be somewhat misleading.

- 40 reported success
- 5 reported failure
- 9 did not respond

Seventy-four percent of the reporting States indicated that certification requirements have been or are in the process of being upgraded or standardized. More reading courses are now required or at least new requirements are being developed. But some states report that certification is entirely out of their control.

Objective Eight: *Identification and Validation of Exemplary Reading Programs*

The hope behind this objective is that local success stories can be successfully copied by other localities. It requires establishing validation standards, recruiting applicants for validation and then widely advertising distinguished programs.

- 23 reported success
- 23 reported failure
- 8 did not respond

Forty-three percent of reporting States indicated that they are now identifying and validating exemplary reading programs. Other States reported no procedure for doing this, and still others felt that it would be too cumbersome and too time consuming. Like Objective Six, these figures suggest that those who will structure the Basic Skills Movement's approaches and programs should think twice before mandating the objective.

Objective Nine: *Dissemination*

Getting the message out through television and radio, pamphlets, newspaper articles, etc., and inviting support from all circles of educational influence within and beyond the school precincts was one objective the State Leadership Program fulfilled extremely well.

- 46 reported success
- 3 reported failure
- 5 did not respond

Eighty-five percent of the reporting States indicated success in disseminating information. Those answering negatively held their State departments of education responsible for their not reaching this objective.

Objective Ten: *Evaluation*

State Directors are required to assign at least 5% of their annual budget to an evaluation of their State Leadership Program by an outside, independent agency.

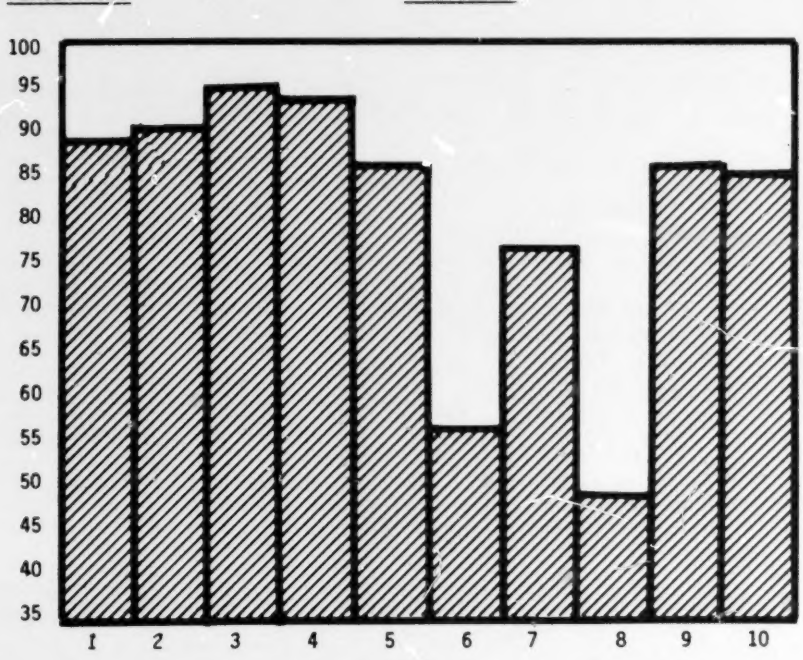
Objective Ten: *Evaluation*

- 44 reported success
- 3 reported failure
- 7 did not respond

NOTE: Eighty-two percent of States reporting either evaluated or are now evaluating their programs. The others found that their evaluations either did not measure their initial objectives or did not fairly reflect the work they were doing in reading and reading-related areas.

This section on the meeting of objectives can be reduced to the summary table following this page.

SUMMARY TABLE



OBJECTIVES

1	Criteria of Excellence	87%
2	Needs Assessment	89%
3	LEA Training	93%
4	Technical Assistance	91%
5	State Advisory Council	85%
6	State Education Task Force	52%
7	Certification	74%
8	Exemplary Reading Programs	43%
9	Dissemination	85%
10	Evaluation	82%

PART III:

EVALUATION AND INTERPRETATION

The foregoing data demonstrate the compliance of States and territories over a seven-year period in regard to certain federally articulated and funded administrative goals under the State Leadership Program of the Right to Read Effort. The sum of these goals essentially defined the role of the State Directors and their place in the overall National Right to Read Effort. The money budgeted for this leadership program was seven million dollars, nationwide, per annum. Yearly, States sent individual assessments of their compliance with these goals to Washington; almost at the conclusion of the Right to Read Effort (1979), this retrospective summary account was compiled and written.

In terms of its own federally-mandated criteria for success, the State Leadership Program of the National Right to Read Effort succeeded, and succeeded handsomely. It did indeed build an administrative system for delivering inspiration, motivation and pedagogical support to such an extent that half the students in America stood to benefit from their school's affiliation with Right to Read.

The State Leadership Program accomplished something more. It built a nationwide hierarchy of informed and committed literacy advocates and one of the more ambitious in-service teacher training opportunities in American education. At the top, this network provided periodic opportunities for State and territory directors to exchange plans of actions, ideas and strategies for improving instruction in reading. Descending from Washington, the State Leadership Program stretched out and down, via regional, State and local training sessions, to individual schools and classrooms.

Given the data on successful compliance with leadership objectives, how is it that the larger intention, which generated these objectives, can remain unfullfilled? For it is all too clear that, in spite of the compliance documented in the foregoing, illiteracy in America continues to flourish. Recent evidence suggests that the numbers of functional illiterates continue to increase faster than our attempts to deal with the problem.

It is just that we need even more time, more money, and more energetic leadership before illiteracy can be vanquished: Were the leadership objectives inappropriate given the gap between original Right to Read intentions and, seven years later, the current statistics on illiteracy? Or are they a continuing necessity in order to clear away extraneous organizational debris so as to confront the real work of combating and overcoming illiteracy on a school by school and child by-child basis?

And then, the most daunting question of all: *Can it be that existing administrative models - management paradigms - have nothing to do with making successful learning possible on a national scale and that some as yet unimagined model perforce must be substituted before existing educational problems can be solved?*

There are obvious and entirely proper questions to ask. That they have been asked and that they have been answered in Washington may be seen by comparing the organization and overall aim of the now superceded Right to Read Effort with those of the emergent Basic Skills

and Quality Education Program. The latter increases fivefold the curricula scope of its reformist intention: it proposes to invigorate and reform the teaching and learning of all the fundamental cognitive skills - listening, speaking, reading, writing and calculating. And it hopes to accomplish this without the administrative mediation of a State leadership structure. Its place has been taken by the expensive and possibly coercive motivational instrument of competency testing programs administered at the State level. The hope seems to be that where persuasion has failed subtle coercion may succeed.

It is entirely understandable that, in this perennial war against illiteracy, educator-strategists, under stress, feel tempted to introduce coercion and at the same time call for victory on a grander scale. The rhetoric of command swells to demand from field troops impossible literacy feats. And when comprehensive victory eludes us, desperation can lead to taking unfairly belated and unproductively stern measures against those how lag behind.

It bears repeating that under the National Right to Read Effort the field to be taken was relatively circumscribed. Under the new Federal thrust a whole territory of basic skills is to be attacked simultaneously. Whether this new battle can be "won" or the enemy merely "contained" only time and events will tell. In either case a clear line of responsibility, supply and communication will be necessary if confusion is to be avoided.

Right to Read's State Leadership Program created a very important administrative structure for stocking, disseminating and utilizing the essential ammunition of educational reform: persuasion, encouragement, enthusiasm and knowledge. This success deserves serious consideration by those who designed and will now begin to implement its Federal successor: the Basic Skills and Quality Education Program.